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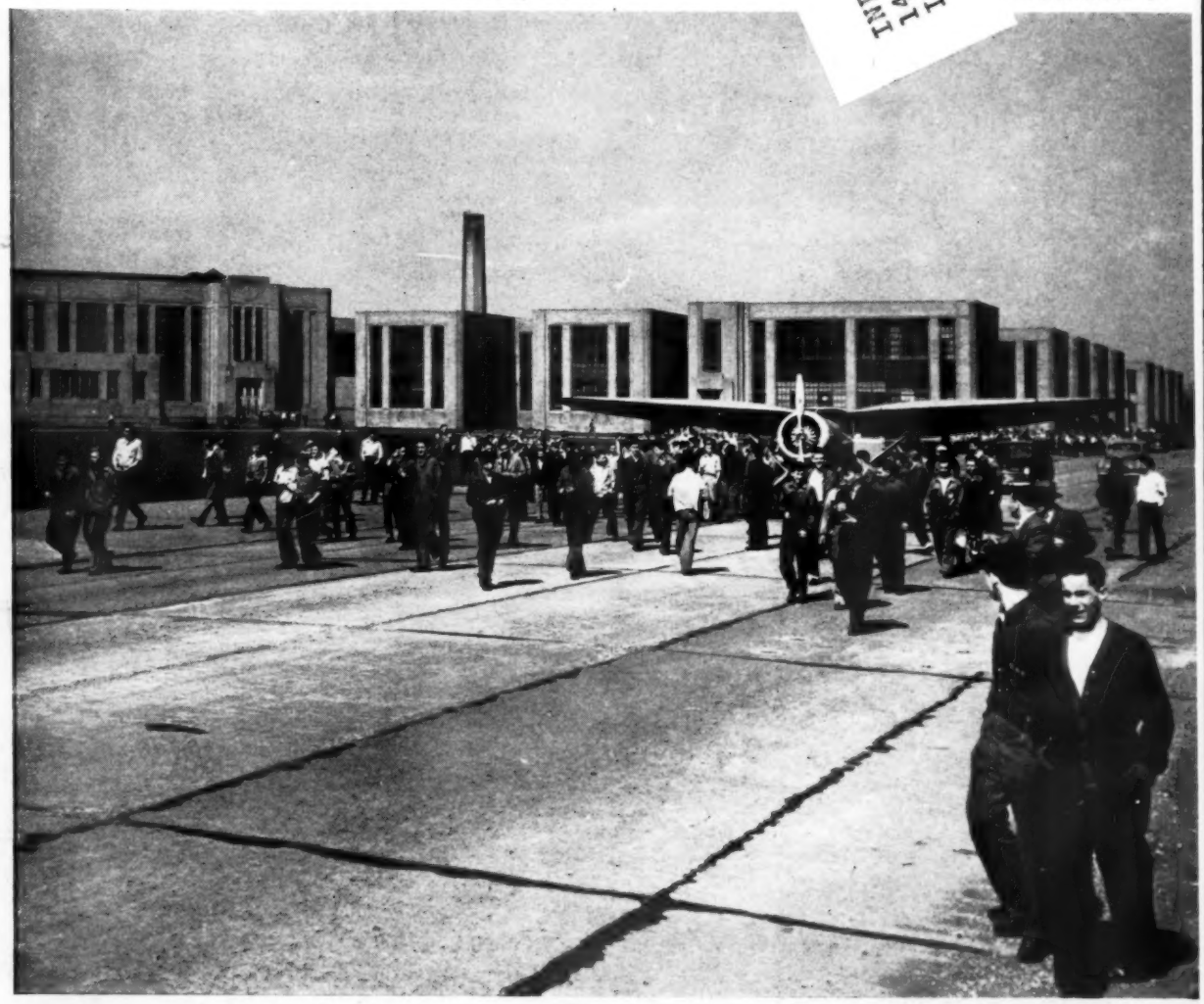

Preparing for the Take-off, Chicago Vocational School.

A Chicago Public School Photo

- ✓ *Canning in School-Community Canneries*
- ✓ *Vocational Education*
- ✓ *Chicago Vocational School*
- ✓ *Future Homemakers of America*

AVA CONVENTION—MILWAUKEE, WISC., NOV. 29-DEC. 4, 1948

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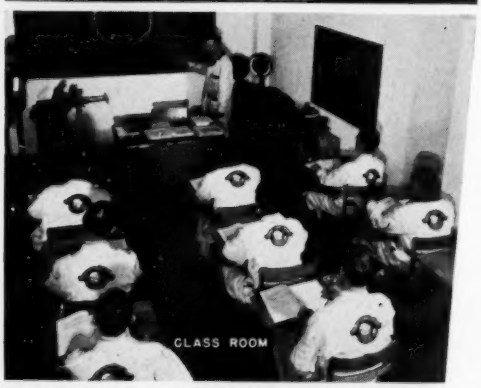
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AMERICAN VOCATIONAL Journal

OFFICIAL PUBLICATION OF THE
AMERICAN VOCATIONAL ASSOCIATION, INC.

VOLUME 23 • JUNE, 1948 • NUMBER 6

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EDUCATIONAL PRESS ASSOCIATION OF AMERICA

COVER PHOTO

The cover picture shows the take-off of the four-passenger Stinson airplane that the boys in the Chicago Vocational School repaired and put in order. This plane was shipped to the school in boxes and the boys assembled it, made all repairs, reupholstered and painted it. The owner of the plane flew it from the school to its destination. Permission was secured from the Police Department to have the street roped off so that the plane could take off right at the school; the event was covered by television and newsreel photographers.

AVA CONVENTION—MILWAUKEE, WISC., NOV. 29-DEC. 4, 1948

Constructive vs. Destructive EFFORTS

THE popularity and effectiveness of vocational education in the vocational schools of this country have unquestionably been due to the specific nature of the vocational training programs. Definite objectives and procedures have been set up for each and every type of vocational education. Job analysis is an essential part of the preparation for good vocational education programs. While all educational programs for youth or adults should be definite in purpose and methods, this is particularly true of vocational education.

The above statements are by no means a new philosophy for vocational education. Successful vocational instructors and wise school administrators have long since become aware of the necessity for the specific or the definite in vocational education procedures. It is perhaps wise to repeat this philosophy from time to time because of the generalizations of a few of our educational administrators who would unconsciously destroy the effectiveness of vocational education in their efforts to integrate and broaden vocational education. Strange as it may seem there are still a few educators in important positions who think that vocational education can be broad enough to train a person for a large number of occupations and to prepare for college, all at the same time.

Much credit, of course, goes to secondary school principals and superintendents of schools for wise assistance and support of many of the sound, effective programs of vocational education. School administrators and leaders in vocational education working together have provided a planning and operational combination that has resulted in the continuity and expansion of vocational education offerings in the public schools. Our vocational education leadership is prompt to recognize this for vocational education is a necessary and integral part of the program of public education. Being an integral part of the program of public education, however, does not mean that the program itself should be so completely integrated and de-vitalized as to lose its specific and purposeful nature and thus lose its effectiveness. Employers, labor, farmers, and business leaders have all had a hand and are constantly having a part in the shaping and re-shaping of our vocational education programs. We must not allow the craze for integration and the drive for college students to destroy the genuineness of vocational education programs.

Specific programs in the interest of occupational adjustment of youth and adults have been made possible because of specific federal and state appropriations for vocational education. These "earmarked" funds have been the chief safeguard which has assured the development of sound programs of vocational education according to standards recognized by employers and workers alike. The proposal of a few educational theorists to abolish all "earmarked" funds in the hope that this will bring larger appropriations for public education is very short-sighted to say the least. Why throw away something that has become well established and understood by the public in the hopes that by so doing this will bring increased support for public education? The public in general and Congressional and state legislative bodies have a right to know the purpose for which money is being appropriated. This is partly the basis on which "earmarked" funds for specific purposes have become so popular and so effective.

Instead of tearing down well-established and approved programs, would it not be much better for all educational leaders to pool their efforts and secure additional support for all educational programs and purposes? Such a procedure would rally the support of all educational groups while the program to discard "earmarked" funds for specific educational objectives will tear down the unity and strength of our educational forces and leave us with less than we had in the beginning.

—L. H. Dennis.

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CANNING

in School-Community Canneries

T. G. WALTERS
State Supervisor of Vocational Agriculture
Atlanta, Georgia

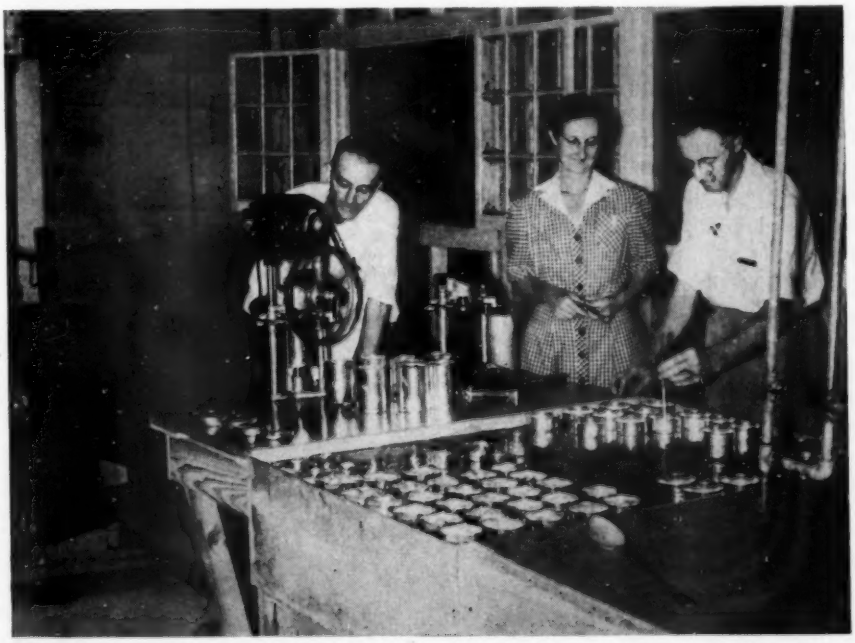
GEORGIA'S Community Food Processing Program, which started in 1926 reached its high point in 1943 when 13,409,309 pints of food were conserved by 69,074 families in the community school canneries. For the fiscal year of 1946-47, the total output for the state's 388 plants was 10,332,712 pints. This amount was processed by 50,311 families.

Vocational agriculture teachers over the state attribute that decrease and any which may be reflected in the 1947-48 figures in large part to the end of the war and the subsequent larger supplies of canned foods on the markets. They contend and logically so that many persons who had previously purchased vegetables and fruits for canning no longer found that practice either necessary or economically sound.

Nevertheless, the canneries last summer continued to turn out millions of pints of food for the state's farm families despite the discontinuation of federal aid under the Food Production War Training program. The main reason the food processing program in Georgia continues to be a vital part of the vocational program and will continue so, is because the program of the agriculture teachers is built around problems of the people; therefore, planning and supplying of an adequate food supply for the farm family cannot be overlooked.

There are a few simple suggestions teachers of vocational agriculture follow in carrying on the food processing which have helped make the program a community affair. Below are listed a few important ones:

1. Encourage farm families to make appointments for use of the cannery and this should be done through the instructor of the local canning center.
2. Determine the days and hours the cannery will be in operation.
3. For efficient operation, a given amount of produce should be scheduled or available for processing each day before firing the boiler to operate the plant.
4. The processing center will not be opened unless the instructor or supervisor is present.
5. Special privileges should not be granted.
6. All trainees should be responsible for preparing and processing their own produce.
7. Encourage each family to bring sufficient help to prepare and process his produce rapidly, thus insuring a higher quality product and more efficient use of the processing center.
8. The local school assumes no responsibility for spoilage or loss of produce processed in the center.
9. Students must clean all utensils and work areas immediately after they are used.
10. Students should pay a service charge large enough to cover operational and maintenance costs.
11. A satisfactory settlement of service charges should be made before canned products are moved from the cannery.
12. Service charges collected should be kept in a separate account and used to pay operational maintenance or improvement costs.
13. Food processed in the cannery should be only for home and school use.
14. Financial and accomplishment reports should be made by the local supervisor or instructor to the proper school authorities at least once every three months.



Community Canning Center, Woodland, Ga. C. E. Boggs, teacher of Vocational Agriculture, checking temperature; J. F. Woodall, school principal, operating sealer.

The value of the community canning plants has been so conclusively demonstrated over a period of years that their continuation is assured. They have become an integral part of the Live-at-Home program of farm families and public sentiment in the rural areas demands their continuation.

The problem presented by the discontinuation of federal funds was one of economics and personnel. Naturally, few of the canning plants were in a financial position to retain the person or persons whose services had previously been paid for under the Food Production War Training program. Most

of the patrons were quite willing to aid in any way possible, but the advisability of permitting many different individuals to work with the sealers or retorts was highly questionable.

Consequently, a great deal more responsibility and work was placed upon the Vo-Ag teachers. The most common solution to the labor problem consisted of hiring one or two high school boys. This move was economically justifiable, but nevertheless it was necessary to increase the fees for canning to six and seven cents for No. 2 and No. 3 cans respectively, including cost of cans.

To the casual observer the increase of two cents per can may seem insignificant. But calculated in terms of the more than 10,000,000 pints of food conserved in 1946 it means an additional expense of $200,000 for the patrons. It means too that as economic conditions become more stringent, families in the lower income brackets will find it increasingly hard to muster the money for canning.

Experiments aimed at achieving the maximum economy both for operating the canning plants and for canning are being conducted by the Food Processing Department of the College of Agriculture, University of Georgia. This research is being carried on in cooperation with the Ball Brothers Company.

One of the primary purposes of the test has been to determine whether it is feasible to use glass jars for canning in the community plants. W. C. Mills, acting head of the Food Processing Department, says that the experiment has shown that it is logical to use glass jars. More than this, Mr. Mills contends that the glass jars will be less expensive than tin cans because the jars can be used an average of about 35 times. Some jars in the experiments, Mr. Mills points out, have been used as many as 75 times.

The question immediately arises: What changes will be necessary in the individual plants to equip them for processing glass and how much expense will be involved? To begin with, Mr. Mills emphasizes that the use of glass eliminates two pieces of equipment, the exhaust box and the sealer. The only equipment to be modified is the retort. It must be equipped with a steam inlet near the top, small water sprayers in the top for use in the cooling processes, and an air supply for use in maintaining pressure within the retort during the cooling process. An explanation of these pieces of equipment and their functions leads to another phase of the experiment,—a comparison of the sterilizing values of steam cooking and water bath cooking at 212 degrees in the retort.

The old and commonly used system of water cooking requires almost twice as much steam as does the steam cooking. In addition a lot of water is wasted in the process. Mr. Mills contends that steam cooking will be just as effective, and that the use of less steam and water will result in a cut in operating costs. The steam cooking is applicable for cans or glass.

Retorts were equipped for glass canning in some 15 pilot plants in the state last year. The approximate cost of the changeover was $26 plus the expense of the air pressure motor or unit.

The experiment has been conducted entirely with tomatoes. One hundred separate runs have been made. Mr. Mills observes that the use of glass eliminates the sealer—one of the real bottlenecks in many plants—and that the processing and cooling may be done in about the same time as is required for cans. Consequently, from the standpoint of time consumed, he terms the use of glass justifiable.

Furthermore, Mr. Mills observes that the patrons of the cannery who use glass tend to take more pride in the appearance of their products since they know that other patrons will see them, and that possibly they will wish to show them to visitors in their homes. This will make for higher quality, he believes.

The Division of Agricultural Education is interested in the research program being carried on by the State College of Agriculture, not only in the use of glass for canning, but on improving the food processing program in general. A continuous study of this problem by the College will be a source of teaching information which is very essential if teachers are kept up to date on the latest and best information on the subject of food processing.

SURPLUS PROPERTY ORDER

War Assets Administrator Jess Larson on April 15 authorized public benefit discount allowances of 95 percent on virtually all types of surplus personal property purchased by non-profit educational and public health institutions and instrumentalities.

The order, effective immediately, nearly doubles the number of surplus items available to qualified institutions at five percent of fair value.

Eligible educational and public health institutions, under the new order, may purchase all items in WAA inventories except those classified as raw products, railroad transportation equipment, manufactured feed, tobacco and tobacco products, and products of leather, miscellaneous parts and assemblies, and ammunition ordnance materials and guns.

Secondary and elementary schools, as well as colleges and universities, will benefit directly from the new order, in that all of these institutions will now be able to stretch their limited budgets for much-needed operational and instructional equipment in WAA inventories.

There is real danger that the surplus property benefits for education may not be retained in the new law now being considered by the Senate Committee unless strong pressure from schoolmen develops on behalf of discounts and priorities for schools. The Administration, from President Truman down to the smallest official of the WAA, strongly favors eliminating all benefits for education and health. The Administration is eager to place as much of the equipment as the armed forces declare surplus as possible on the open market and not be forced to "bother with priorities and discounts."

War Assets Administrator, Jess Larson, signing public benefit discount order.

VOCATIONAL EDUCATION*

GEORGE A. HABERMAN
President
Wisconsin State Federation of Labor

I AM grateful for this opportunity and proud to be invited to speak to you today on a subject which is very close to the hearts of all members of the Wisconsin State Federation of Labor—namely, vocational education.

As in many progressive measures designed to aid people, Wisconsin has been a leader in the social field and in the matter of vocational education, a trail blazer. We are proud of the fact that the prime instigator of vocational education in our state was the State Federation of Labor which, as far back as 1906 asked for, lobbyed for and demanded vocational education. Truly the State Federation was the father of this most important part of our educational system. Like any other demand for social progress, the program for vocational education, met a great deal of opposition. Politicians fought it on a basis of cost; other politicians fought it because they felt that education for working people was unnecessary and dangerous to their schemes; some manufacturers not requiring much skilled help opposed it because they didn't like arranging unskilled employment to give workers time off to go to school; some judges claimed it would create delinquency because jobs on such a basis would be unobtainable.

In 1912 when the idea of vocational training really got started, thousands of boys and girls in the third, fourth and fifth grades left the schoolroom and went to work. Usually their reason for having to go to work was the result of family necessity which could often be traced to a father's lack of education or his complete inability to learn skills to improve his earning power all due to a total absence of educational facilities. So an unskilled, low-paid father had to perpetuate himself through necessity by taking education from his children and putting them to work—work which required no skill, little skill or signed them off to a long period of apprenticeship at almost no wages. These young people found that their education was finished and their futures were extremely hazardous and uncertain.

Few people realize that labor works for and fights for many progressive matters of real social benefit. We do not limit ourselves to just what might benefit labor. And so frequently, we find the die-hards automatically opposing anything and everything which the State Federation favors. So it was with vocational education. Enemies of labor said that the Federation wanted this education for the sole purpose of making more and more unionists from whom it could collect dues. This was ridiculous since even then the Federation organized skilled as well as unskilled workers for the workers' benefit. Enemies of labor said the Federation would be smarter if it kept workers ignorant and illiterate since they would be easier to handle. This talk of 1910 sounds like voices from the Dark Ages. And yet even today, you hear similar reasoning in some quarters where labor is still regarded as a commodity; where intelligence on the part of working people is considered dangerous.

We of the State Federation want light and learning; we want dignity attached to all honest labor; we want the skilled craftsman to take pride and pleasure in his work and we want him to be paid commensurately.

The grand old man and the father of vocational education was, of course, Robert L. Cooley who began this work in 1911. At the time of the opening of the Milwaukee Vocational School, which was then the greatest in the world and attracted educators from every continent who came to learn how it was done, "Employers and labor alike," Mr. Cooley said, "realize that here in America we are building a great commercial and industrial structure and that if we do not build the people who are able to sustain it, the whole thing will topple over and employees and employers will be crushed together."

Think of Mr. Cooley's statement in the light of the industrial development in the thirties, think of that clear statement in terms of World War II when an unprepared America won the battle of production for a mechanized war with the workers of every necessary skill needed, trained and semi-trained, ready and available for the tremendous and complicated job of building the war machine. Had we not trained workers during the past twenty-five years, the entire course of the war might have been changed and we might conceivably have lost our freedom.

But vocational education is still being attacked. To weaken the system, the usual approach has been to attempt to remove the compulsion clause requiring working youngsters between 16 and 18 to attend school one day each week. The most violent attack along these lines took place in 1927 and emanated in the city of Racine. Inspired by a few manufacturers with the help of Mayor Armstrong, the political boss, the campaign was launched. Strangely enough, former Governor Walter S. Goodland, then editor of the Racine Times-Call and a state senator, was the man to carry the fight to Madison. Mayor Armstrong waved the big stick at Madison, telling 'state people' to stay out of Racine or he would have them driven out. Support of Judges, particularly juvenile court judges, all over the state were enlisted. They testified that youngsters couldn't get jobs which permitted time off for schooling and that the law therefore created loafers and delinquents. Labor fought back. It then went into juvenile court records and found the answer. Judge Joseph Cordes,

(*Continued on page 26*)

* *Address given at Wisconsin Vocational Directors' Meeting, March 18, 1948.*

AVA Convention—Milwaukee, Wisc.
Nov. 29-Dec. 4, 1948

THE CHICAGO VOCATIONAL SCHOOL *utilizes* SURPLUS EQUIPMENT

EDITOR'S NOTE: Chicago Vocational School is one of the few high schools in the country that is accredited by the Civil Aeronautics Administration. The supervisor, Mr. LaPointe, is a licensed pilot and also belongs to the C.A.A.

DOUGLAS G. MONTELL*

IT used to be the fashion after a war to turn swords into plowshares. But the aftermath of modern war finds the Chicago public schools, with the help of War Assets Administration, turning war surplus into a streamlined vocational training program to educate youth in the complex technologies of American peacetime economy.

Thousands of Chicago high-school boys and girls are receiving up-to-the-minute vocational training today on airplanes and aircraft components, electronics, radio and related electrical systems, automotive equipment, plastic working machinery, sewing machines, and a number of other modern industrial techniques.

The most outstanding example of successful cooperation between WAA and Chicago schools in this program is the Chicago Vocational School, 2100 E. 87th St. It's one of the most extensive in the field of vocational education, and probably the largest of its kind in the country. This institution is a credit to the city and its school board, and a major asset to Chicago industry.

With war's end, Philip L. McNamee, Asst. Superintendent of Schools in charge of vocational education, started a vigorous program of expanding Chicago's vocational education, both in size and types of training.

It took a lot of doing, but under War Assets Administration school priority and donation program, Chicago's vocational and technical training schools now own and use war surplus properties and materials valued at over $1,600,000.

* *Chief, Information and Advertising Division, War Assets Administration, Chicago, Illinois.*

These properties include airplanes and aviation equipment, electronics equipment, automobile engines, precision materials, metal working machinery, dynamotors, radio tubes and radio parts, plastic working presses, and thousands of component parts and tools used with all of this equipment. Also, included in this surplus are work tables and benches, and for administrative needs there are office desks and chairs, typewriters and other business machines.

The Chicago Vocational School has an enrollment of 3800 high school students, ranging in ages from 13 to 18. Students are enrolled for a four-year period, the same as other high schools. Unlike the technical training school, where many students go to higher schools of learning for supervisory or executive jobs, the vocational school trains students to go into the trades as skilled workers. A majority of the students, it seems, follow the trades of their fathers.

The Chicago Vocational School has an impressive layout of training shops; the school covers over ten acres of ground. The program to make this one of the country's best in vocational training started back in July 1941. The school was just getting under way when the Navy started negotiations for taking over the building. By September the Navy moved in, installed a lot of aviation equipment, built a hangar and began training aviation mechanics.

After V-J Day the building was turned back to the Chicago School system. Also, the Navy sold to the School Board, for a nominal sum, their hangar, a number of aircraft, plus component parts and tools. Thus, the Chicago Vocational School got a new start in

(*Continued on page* 27)

War surplus radio units and testing equipment being utilized for instruction in the radio training shop.

Learning airplane construction and repair through the use of surplus aircraft equipment.

THE *Future Homemakers* OF AMERICA

Nina Simpson, National President
Lovington, New Mexico

FUTURE Homemakers of America is a national organization of pupils studying homemaking in junior and senior high school. We are studying and working together for better and happier home life for everyone. We think that helping to make happy homes, now and in the future, is the most important thing that youth can do for democracy.

There are some who wondered why an organization of home economics students is needed. Others ask why should it be made a national organization. *In this country we believe that much more can be accomplished by combining our services and going forward as a group or an organization toward the desired achievements and goals. We know that by joining forces our strength and influence are greatly increased.*

In home economics we are concerned with how, as individuals, we might strive for better homes and how we might help in our communities and nation to encourage better home life.

We can achieve more when we work in groups than separately. As has been said many times, "The whole is more than the sum of its parts." An individual girl can do but little toward bettering the conditions in other homes, but a group of earnest, hard-working girls can do much.

Over a period of 20 to 25 years there have been various club organizations of pupils of home economics in high schools. They were sponsored in various ways and were known by various names such as Junior Homemakers, Home Economics Clubs, Betty Lamp, Future Homemakers and functioned under various plans.

In a number of states an effective home economics club or organization was developed under the leadership of home economics supervisory staffs in the State Department of Education. In these, state clubs had statewide stimulation and direction, which resulted in large numbers of clubs with strong programs.

The American Home Economics Association sponsored high school club organizations by providing for national affiliation through its department of student clubs. Under this sponsorship many state organizations developed strong club programs through the joint efforts of the State Home Economics Association and the State Supervisory Staff of Home Economics Education. In other states, the State Home Economics Association carried this responsibility without close relationship to the State Department of Education.

In addition to these two general types of organization, there were others: For example, in some states, home economics schools, and departments in colleges and universities gave leadership to high school home economics clubs; a few states had both American Home Economics Association sponsored clubs and State Department of Education sponsored clubs. There were many local home economics clubs which had sprung up to meet local needs which were not affiliated with a state or national organization. These were all organizations for home economics pupils under the guidance of home economics teachers, and except when these were affiliated with the American Home Economics Association there was no tie-up among the states or with a national organization.

A committee appointed in December, 1943, by the American Home Economics Association to study high school club programs was unanimous in believing that these programs could be strengthened by uniting the efforts of all who were working through home economics clubs toward the improvement of home and family life. Invitations to attend a national meeting to consider the development of this type of organization were sent by the American Home Economics Association to all states. Home Economics education workers from 29 states accepted this invitation. They met in Chicago in March, 1944, and initiated plans for developing the organization. In the meantime, a committee selected from this group met with pupil representatives of the club groups and their advisers in Chicago the following June to develop further plans for organization. On the basis of the recommendations of this group, tentative plans for a national high school home economics organization were developed.

The American Home Economics Association and the Home Economics Education Service of the U. S. Office of Education became sponsors of the new organization at once. Cooperating and supporting groups were the National Education Association through the Department of Home Economics and the American Vocational Association through its Home Economics Section.

On October 1, 1944, the first National Adviser of the National Organization of High School Home Economics Clubs, who was Dr. Hazel Frost, was employed by the Advisory Board. The first state membership in the organization came from Tennessee in November, 1944. The states were then divided into four designated regions: Central, North Atlantic, Pacific, and Southern. With each designated region there are three sub-regions, designated A. B. and C.

Sub-regional meetings of pupil delegates were held during the spring of 1945 to develop organizational procedures. In June, 1945 candidates for national officers nominated at the sub-regional meeting met in Chicago to complete the necessary steps in the founding of the organization. A compiling of the recommenda-

tions from all of the sub-regional meetings served as a basis for work in this meeting. June 11 was celebrated as the date of the founding of the organization.

Recommendations for a name were made in the sub-regional meetings. The pupil representatives who were elected to attend the national convention June 11-16, 1945, in Chicago, on the basis of recommendations from the sub-regional groups, voted to adopt Future Homemakers of America as the official name of the organization.

Membership in the organization at this time consists of 45 states, the Territory of Hawaii and Puerto Rico, with a total membership of 218,000, in 5,500 chapters. We are especially proud of these facts.

The officers of each unit of the Future Homemakers of America, chapter, state, and national are elected annually. The officers of the national organization are: president, four vice presidents (representing each F.T.A. region), secretary, treasurer, parliamentarian, historian, chairman of public relations, chairman of recreation, chairman of national projects; the national adviser and four chapter advisers (one from each F.H.A. region). There are four blocks of officers elected from each region annually. The blocks rotate from region to region with each sub-region within all four regions providing one national officer annually.

A national program of work is developed annually at the national convention.

Some of the projects submitted by the National Projects Committee for this year are:

1. Adopt a foreign Home Economics class
2. Build up our Leadership Training Fund.
3. Make a motion picture of an F.H.A. girl at work and at play. (The purpose of this project is to stimulate interest in F.H.A.)
4. The World Christmas Festival
   Through this project organizations such as Future Homemakers of America cooperate in sending Christmas gifts to boys and girls in war-torn Europe who otherwise would have no Christmas at all. Those sending gifts may mark them for a certain country if desired. Many thousands of gifts are sent each year. We are proud that F.H.A. takes part in this program of insuring a little happiness for the less fortunate ones. It is felt that the gifts' moral value far exceed their financial value, however, as letters with names and addresses are attached to each gift, thus establishing links of friendship between tens of thousands of boys and girls in Europe and America. Last year the shipping of gifts was followed by a huge World Christmas Festival in New York City.

The Future Homemakers are entirely self-supporting, operating nationally on ten cents a year membership dues. Dues for state associations and chapters are fixed by the unit.

We have an emblem that is used as the symbol to represent that for which our organization stands. An emblem has been defined as a design that expresses facts and truths. Our emblem does that very definitely.

The name Future Homemakers of America, is an important part of our emblem and appears around the top of the octagonal plane forming the upper part of our emblem. It is true that every member will be a future homemaker, whether as wife and mother of a home, or as an unmarried girl in her own home. Each and every individual contributes to the home in which she lives, whether that contribution be as the head of the home or as a subordinate member. No matter what position you hold in the home, you are one of the homemakers. We might omit the word "future" for we are just as truly homemakers today. Our training is not for tomorrow alone, but for this year and for this day in our parents' home. On the other hand, we are looking into tomorrow and not living for this hour alone. We depend in great measure today upon our parents and elders. Yet we know that time is not far off when the greater responsibility will be ours. It is very fitting then that our organization be known as the "Future Homemakers of America."

Our motto "Toward New Horizons" expresses the purpose of the organization—learning to live better today in order that our lives and those of our families may be better tomorrow. Only as we keep this purpose before us and strive each day to make a bigger contribution to home life than we did the day before, will we become the kind of future homemakers of which America will be proud. This motto then, like our name, has a special place on our emblem and completes the border.

In the center of the emblem you see a house. This typifies not the dwelling alone but all that the home should be. This home is supported by two hands which symbolizes that the future homes of America are in the hands of its youth. We believe that the hand on the right represents the husband or father or brother in the home. The hand on the left is that of the wife or mother or sister. Both hands must work together to foster and support high home ideals. Within this home are found character, security, love, service, and beauty of spirit that are found in no other place. The kind of home you have is determined by your integrity in upholding these qualities.

The lines radiating from the home may well exemplify the influence that flows from within the home outward into the community, and from there to all the world. May the rays of this emblem remind us all of the far reaching influence of the home—influence for either good or for evil. Let those rays be not like hot rays of the sun on a dry desert, searing and parching all in their pathways, but bright and cheering rays of light that promote life in its fullest meaning and bring hope to all mankind.

Whenever the emblem is represented in colors, they are the colors of our organization, red and white. These colors symbolize youth. Red has long been the color for courage, a quality needed for an unwavering determination to succeed, a quality characteristic of youth. White is universally recognized as the symbol of innocence and purity. "Faith travels with courage. Inno-

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Physically handicapped young men receiving training in watch repairing through Vocational Rehabilitation Service.

The VOCATIONAL REHABILITATION COUNSELOR'S JOB

O. F. WISE
Assistant Supervisor, Vocational Rehabilitation
State Department of Education, Alabama

A VOCATIONAL Rehabilitation Counselor may be referred to as a professional worker in Vocational Rehabilitation responsible for providing rehabilitation services to the mentally and physically handicapped adult population of a given area. His job includes all the factors involved in providing needed rehabilitation services to disabled people in the district.

The primary responsibility of the Counselor to the handicapped begins with the finding of the individual disabled person and ends with the follow-up on the individual's job. The basic steps which he follows in connection with this responsibility involve nine integral factors, all or part of which may be required for each successful rehabilitation:

1. Location of persons in need of rehabilitation.
2. Medical diagnosis and prognosis coupled with a vocational diagnosis as the basis for determining an individual's rehabilitation plan.
3. Vocational guidance to select a suitable field of work by relating occupational capacity to job requirements and community occupational opportunity.
4. Medical and surgical treatment to afford physical restoration and medical advice in the type of service to be given and to determine whatever prosthetic devices are needed, if any.
5. Psychiatric treatment and physical and occupational therapy when needed.
6. Vocational training to furnish skill where physical or mental disabilities incapacitate for normal occupation.
7. Maintenance and transportation during a training program.
8. Placement in employment that will afford the best use of ability and skill in accordance with the physical and mental capacity of the individual.
9. Follow-up on performance in employment for a reasonable time to make sure proper adjustments have been made.

The Counselor arranges for physical examination, counseling, guidance, training, and placement services without consideration of the financial circumstances of the individual. Medical and psychiatric treatment, transportation, maintenance, and instructional supplies will be provided from Rehabilitation funds only when the individual's financial circumstances are such that he is unable to secure them for himself.

The Counselor's job involves many types of activity not directly related to services to individuals. However, they are essential to the successful performance of the total job in his district. These activities include interpretation of the program to the public, gaining a knowledge of employment possibilities in the area, and the integration of rehabilitation services with services of other assisting agencies who share in the responsibility of the total needs of the handicapped.

The location of a disabled person begins a process that involves a great amount of intricate work before the individual is properly adjusted. The Counselor's first job is to secure available information about the individual from local public and private agencies, individuals in the community, and the individual himself. If the Counselor believes that the client has a physical or mental impairment interfering with his normal employment possibilities, he proceeds to get up-to-date medical information about him. This information will not only relate to the major disability, but to any other physical or mental impairments that may effect the charting of a rehabilitation plan. Physicians are asked to make medical diagnosis, and prognosis and give interpretation and advice as it relates to the physical capacity of the individual.

A counseling process begins when the Counselor has made an appraisal of the individual's physical abilities

Instructor F. W. Brachhold reports from Daytona Beach, Florida, that leg disabilities do not handicap a person who is interested in learning to be a radio operator. He has informed us that he has eleven physically handicapped students in his advanced class and another instructor has a number in his beginning class. This effort serves to give emphasis to the philosophy that, if we are to have "equal educational opportunity," we must provide in our programs for all who seek help.

and acquired a knowledge of his vocational assets and liabilities. The type of job the individual can do best is to be determined with the medical advice coupled with interview results with the client, results from tests of aptitude and interest and by a review of his education, work experience, social adjustment, and home conditions. Medical and vocational diagnosis are essential in planning a rehabilitation program with the individual.

Guidance and counseling is a continuous service which ties all other parts of the rehabilitation process into an organized plan. The Counselor helps the disabled person to understand his assets and liabilities, recognize his personal problems and to take steps necessary to correct these difficulties. He works with the client as a friend and advisor. The selection of a specific job goal is made through guidance and counseling.

The Counselor plans a complete rehabilitation program with the client after job possibilities in a specific objective can reasonably be expected. The plan may include placement only, if past experience and circumstances indicate that proper adjustment can be expected with this service only. The plan may require the Counselor to arrange for physical restoration and/or training before placement on the job. The service or combination of services needed for proper vocational adjustment are included in the individual's plan.

In the event physical restoration is a needed service of the individual in meeting the objective, any type of medical or allied service which will aid in eliminating or reducing the disability of an individual as a job handicap should be planned. The Counselor may provide physical restoration for the individual only as a necessary phase of the rehabilitation plan and not as a means within itself. Before arranging for physical restoration, financial investigation is made to determine that such services are not available from other sources. If financial need does not exist, the Counselor cannot plan for the use of Rehabilitation funds in providing physical restoration.

The Counselor must exercise good judgment in planning for physical restoration services in that the Federal Act specifies that a condition of the client must be static or slowly progressive and of such specific nature that removal or improvement of the condition can be obtained within a reasonable period of time. Hospitalization is limited to ninety days. Hence, it can be seen that the disabling condition for which physical restoration can be given is not restricted to any type of handicap nor are the services limited as to scope. However, the Counselor must constantly be alert to the results to be obtained and the period in which same can be expected.

Vocational training is probably the chief means of preparing the handicapped for suitable employment. Pre-vocational or conditioning training may be necessary prior to specific training for a job. The Counselor may arrange for tuition cost without regard to financial status of the individual. He plans training to prepare the disabled person for employment or to make him more advantageously employed through added skills and capacities.

Auxiliary services may be found necessary in a suitable training program. Such needs may include maintenance, transportation, books, and other training materials. The Counselor may provide maintenance (not to exceed twelve months) on the same basis as physical restoration.

Disabled people often are found to need social adjustment services, compensation adjustment services if injured on the job, and special services to dependents. The Counselor has the responsibility of getting adjustments in these areas if he expects the total program for the individual to be successful.

Placement in employment to make best use of the individual's abilities is the ultimate objective of the Counselor and the client when planning all other phases of the program. Placement responsibility requires that the Counselor have general knowledge of various fields of work and know where job opportunities exist. Placement in employment of the individual handicapped person may be the only phase of the program beyond guidance and counseling, however, it may follow physical restoration and/or training.

The Rehabilitation Counselor cannot perform all of the job necessary in providing rehabilitation service in a district. Therefore it becomes his responsibility to analyze the available resources in each community and utilize these resources to the extent that the rehabilitation of each individual handicapped person becomes the job of a team rather than an individual.

The Counselor must rely on existing local agencies interested in human welfare problems in locating the disabled. He must maintain an informational program through newspapers, civic organizations, doctors, hospitals, employers, and the public in general to make known the available services.

He will rely on interested individuals and existing local agencies as well as the client in gathering information to make a complete study of the individual before guidance and counseling can begin. The Counselor will rely on school officials, former employers, and physicians to furnish transcript of school record, statement of work record, existing medical information, and his general social adjustments. Professional personnel in any similar or related field of work should be relied upon to contribute objectively in his area of work to the adjustment of client. The Counselor is the specialist in the general field of work with the handicapped and coordinator of specialist service to be rendered by other personnel.

Vocational Education Teachers and Co-ordinators are especially prepared to assist in providing specific services to the disabled. They can aid the Counselor and client in final selection of specific job objective,

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A Vocational Rehabilitation Counselor assists a physically handicapped young man in planning his program toward future employment.

NEW MEXICO EXPANDS DISTRIBUTIVE EDUCATION THROUGH TEACHER TRAINING

W. B. RUNGE

State Teacher-Trainer for Distributive Education
University of New Mexico, Albuquerque

TWO local Distributive Education programs were in operation in the State of New Mexico during the school year 1945-46. The present year saw an expansion which included nine local schools having classes in this field of vocational education. The outlook for next year is to have several more coordinators added to the list. Development of this Distributive Education program over the state has been largely due to the addition of a teacher-trainer working on the state level.

The University of New Mexico created the position of Teacher-Trainer of Distributive Education in 1946. This was done in cooperation with the State Department of Vocational Education. Three men were primarily responsible for this move. They were Mr. Frank Wimberly, State Director of Vocational Education at that time, Dr. Walter F. Shaw, Special Consultant with the United States Office of Education, and Dr. S. P. Nanninga, Dean of the College of Education at the University of New Mexico. W. B. Runge, coordinator in the Albuquerque Public Schools, was employed to fill the position of teacher-trainer. The arrangement provided that the teacher-trainer's time would be divided between state supervision and development of the program, and the organizing and conducting of professional Distributive Education courses at the University for coordinator-teachers.

A travel budget was included for the teacher-trainer to make itinerant visits during the school year with the local school coordinators and school administrators. In this way individual help may be given on the job in any way that it might be needed for the development and expansion in cities over the state. This help might include contacts with local business men and organizations, appearances before high school cooperative retailing classes, talks to school and business groups, making surveys, or advice on the development of the adult program. This travel over the state is done during the first part of the week and the regular University classes in Distributive Education are scheduled for the latter part.

Five professional Distributive Education courses have been organized and taught at the University for the preparation of coordinators. These include Principles and Practices of Distributive Education, Source Materials, Curriculum Construction, Methods of Teaching, and a summer workshop of two weeks duration. In addition to these courses in the College of Education, a number of technical subject matter courses are available in the College of Business Administration. Some of the offerings are Marketing, Salesmanship, Buying and Merchandising, Advertising, Credits and

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Coordinators obtain work experience through cooperation of local department stores. Above is DE college student receiving additional practical experience.

Coordinators in teacher-training classes observe and help teach adult extension courses. Above is a prospective coordinator attending a display class.

THE NEED FOR LEADERS *in the* Aircraft Industry

CAPTAIN L. D. WEBB
Vice-President, Aircraft Industries Association
Los Angeles, California

THE purpose of this article is to bring to the attention of vocational educators the need for "Training" in the field of aircraft manufacturing. If there is any question in the mind of anyone in regard to this need, one need only recall that in January 1940, the total number of employees in the aircraft industry in this country approximated 78,000. In November 1943, *less than three years later,* this number had risen to well over 2,000,000 persons.

Since the majority of these new workers were unskilled in aircraft work, the need for some kind of training program became evident. This led to the establishment of training programs, under qualified experts, in all the major plants producing aircraft for the Armed Services.

At the same time the whole process of airplane manufacturing was revised with a view to simplifying fabrication. As a result of this procedure it was hoped that relatively unskilled persons could be prepared in a short time to produce acceptable parts quickly.

In considering a training program of this nature, it had to be kept in mind that the aircraft industry includes many different divisions. As a matter of fact, almost every known mechanical trade is represented somewhere in the process of manufacture.

The task of training large numbers of people for the vast number of jobs for which workers were needed, caused many companies to establish special departments within their plants in their effort to solve the problem. Other companies contracted with the public vocational schools to provide whatever preliminary training their facilities enabled them to render.

It is interesting to note that of the vast number of people trained 40% were women. This might be considered as evidence of the efficiency of the training program since it is likely that few, if any, of the women had any knowledge of mechanical processes before they entered it.

Although the peak of employment was reached in 1943, the maximum output was not attained until 1944. By that time the number of workers was reduced by 100,000. Thus, it may be seen that as the training program became fully effective the number of employees went down as the production went up.

This background is presented to emphasize the fact that a training program for the aircraft industry has proved beneficial under conditions brought on by war. Since this is true, some people believe that a similar program would prove of value today when the urgency of the war has passed.

However, it was stated above that at one time in the history of the industry the total number of employees was in the neighborhood of 2,000,000. Since the close of the war this number has been reduced to about 150,000. In other words, the industry which had become the largest single manufacturing agency in the United States has been reduced to that of a small industry. This may suggest that there is little need for training in an industry that is on the wane. In spite of this, our experience during the war years offers at least one suggestion in regard to what should be done today.

We have learned that, regardless of how we plan for the future, our efforts will be futile if we neglect the people who, after all, constitute the mainspring of all of our efforts in manufacturing.

Since people vary widely in their attitudes, interests, and aptitudes, it behooves us to concern ourselves with what might be termed the "Human Engineering" part of aircraft production.

This presents problems for the individual who has the responsibility of training new employees. Among the things that have to be considered, and that have been emphasized as a result of our war training experience, are as follows:

1. The training must be functional. Frequently the trainees are given too many facts when, as a matter of fact, the real objective is to develop skill in performing some specific function.
2. The supervisor must be an expert in the subject he proposes to teach in order that he may earn and retain the respect of the learners.
3. The supervisor must realize that one of his main functions is to build men. If this is done the building of the product may safely be left to the men.
4. A training program that fails to prepare a man to work safely is lacking in one of its essential elements.
5. Good housekeeping has a direct effect on efficiency and should be emphasized in every training program.
6. The efforts of the trainee should be directed toward developing a consciousness of the importance of quality in any product.

In developing any training program, those responsible for it should keep in mind constantly the employee's point of view. At first, a new employee is likely to be confused. This is likely to influence him in his reaction to his job, and may be the determining factor in whether or not he will elect to stay on it. He is in strange surroundings with the result that he may be awkward and self-conscious. He is not familiar with the rules or the location of places important to him and to his job. Because of this it is important that a direct effort be made to place him at ease.

After he is oriented to his job and to his surroundings certain things become important to him personally. Among these are:

1. He wants a boss who knows his job and who has the ability to instruct him efficiently.
2. He wants to feel that his contribution to the total product is an important part of the total product.

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Distributive Education in Detroit

Delores Sousa, DE Student of Redford High School, employed by the J. L. Hudson Co.; and
Rosella Tupy, DE Student of Denby High School, employed by the Ernst-Kern Company

IN ORDER to bring together students having similar interests and ambitions, the members of Distributive Education classes in four Detroit high schools organized a City-wide association known as the "Future Retailers of Detroit" in 1945. Our organization now has 160 members from DE classes in Denby, Goldberg, Mackenzie and Redford High Schools.

We are particularly proud of the activities which our Future Retailers Club has sponsored. One of our most successful projects has been our co-operation with the Detroit Speakers' Club, which is staffed by store executives who speak to DE classes on such topics as "Opportunities in Retailing," "Fashion," "Merchandising," "Finance and Control," and "Advertising and Display." We have found this Speakers' Club to be very valuable also as a public relations device, and some of the co-operating business organizations have become so interested that they have talks in the stores once a month for the DE students, discussing the advantages of their particular organizations.

Our Club has several functions during the school year designed to take the place of activities which the students miss because of their work experience. Many of these, such as the dance we had recently at one of our leading hotels, are sponsored by the retailers. The retailers also underwrite the employer-employee banquet which takes place every May. The students do all of the planning for these events. Active members are in charge of the entertainment, while alumni members act as hosts. At the beginning of the fall semester, all new members are initiated at a picnic, and at the end of the year the alumni members give a tea to active members upon graduation.

Redford Detroit High School Distributors club members at the Detroit Retail Merchants being entertained at the Hotel Book-Cadillac.

Last fall, the co-op students took over executive positions for one day in one of the leading Detroit department stores. This project was given a full-page spread in one of our leading papers, and one of the store's display windows was devoted to the activities of the DE program. These activities give us an opportunity to talk with executives and with people active in the world, and we better understand the opportunities in distribution because of these contacts.

The Advisory Committee for the DE co-op program in Detroit is the sponsor of the City-wide organization, and the planning for our Future Retailers of Detroit Club is done by a Board of Directors consisting of the student President and Vice-President of the local Clubs in each of the four high schools. The Board consists of eight active members, and these eight active members become associate members of the Board the following year, each member serving two years on the Board. Miss Marjorie French, Supervisor of Retailing for the

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Kentucky Future Retailers Hold State Convention

JOHN STANFORD
Assistant in Vocational Education
University of Kentucky

MORE than 250 high school students from throughout Kentucky met at the Phoenix Hotel in Lexington on March 30, for the annual state convention of the Kentucky Future Retailers Association. An executive session of the state officers and the program chairman was held March 29. The group was the guest of the Lexington Chamber of Commerce at this dinner meeting. Tours of the retail stores in Lexington were conducted before the opening of the state convention under the sponsorship of the Lexington Chamber of Commerce. Managers of the various establishments visited conducted the tours.

Opening session Kentucky Future Retailers State Convention, March 30, 1948, Lexington, Ky. Geneva Yates, state president, at the microphone.

Mr. Charles Hagan, chairman of the retail division of the Lexington Chamber of Commerce, gave the address of welcome at the initial session of the convention.

The annual banquet was held at the noon hour. Mr. Thomas R. Underwood, Editor of the Lexington Herald, addressed the group on the subject, "Kentucky—What It Offers as a Future for Young People." The speaker was introduced by Paul Jackson, Simon-Kenton High School, first vice-president of the state organization.

Awards and prizes presented at the state convention included a scholarship trophy by the retail division of the Lexington Chamber of Commerce; business spelling trophy, Lexington Herald-Leader; drawing prizes, Lexington City Salesmen's Club; an official wall banner by the Kentucky Future Retailers; and a chapter achievement trophy, Kentucky Chain Stores Council.

At the business session of the convention, the delegates were unanimous in their approval of the meeting and voted to hold the next state convention in Lexington, March 1949.

Visiting the homes of all-day, young farmer and adult farmer students is an important duty of the teacher of Vocational Agriculture.

ROY A. OLNEY
Teacher Education, Cornell University
Ithaca, New York

Summer Duties OF THE TEACHER OF VOCATIONAL AGRICULTURE

MUCH has been written on the topic, summer duties of the teacher. Nearly every state has at some time brought this most important duty to the attention of its teachers through the printed or mimeographed page. Some states have required systematic reporting of summer activities performed by the teacher. Whatever has been done, every teacher of agriculture should have a philosophy of the importance of this work, also realizing the opportunity it offers for rendering a sound and valuable service to the farm people and others whom he is employed to serve on a twelve months' basis.

Some of the many activities that will demand the attention of the teacher of agriculture during the summer months will be discussed under the following four groupings:

1. Supervising (teaching) pupils
2. Improving the facilities of his department
3. Maintaining public relations and self-improvement programs
4. Participating in recreational activities

Supervising (teaching) Pupils—Every teacher must be convinced that *teaching*, helping someone to increase his knowledge or skill, is his primary duty. This applies equally to pupils in the all-day classes, out-of-school youth, veterans, and adult farmers' groups, or any others whom he contacts in connection with his work as a teacher of agriculture. By teaching, is meant that activity by the teacher whereby he capitalizes on another person's interest and situation so as to guide and direct him by example, to do or think through the solution of some problems which will result in the improvement of the person taught. Too often the teacher may do the job for the individual, which may result in little actual learning on the part of the individual. We should guard ourselves against such activities. The teacher should not become a serviceman as we commonly interpreted the meaning of the term. The teacher renders his service by teaching. This requires much more tact and skill on the part of the teacher. The summer months when farm work is at its peak provides the teacher with opportunities galore to teach. Real supervision is discovering these situations and getting the learner to do something to correct or improve his present conditions.

A description or two will suffice to illustrate how you, too, can teach.

One morning after a heavy night's rain, I traveled with a teacher of agriculture and a group of his pupils on a tour of supervised farming programs. We arrived at a corn field that had been severely eroded between the rows in one section of the field. There, fully exposed, were the white roots of the corn plants interlaced between the rows. The teacher capitalized on this situation and taught one of the best lessons I have ever observed, on root growth of corn and the cultivation practices to use on this crop. Such a lesson could never have been taught in the classroom.

On another occasion I found the teacher at a farm teaching a boy, and incidentally his father, the proper method of dehorning young calves. When the teacher had finished demonstrating the process on one calf, the father had made applications on a second and the son dehorned three calves while I was there. The demonstration, the practice and the discussion which followed were real teaching with definite results accomplished.

Where else could such a lesson be taught so effectively? There are many, many more situations similar to these two examples occurring on farms which the teacher can discover and which will afford him opportunities for doing his best teaching and rendering a service at the same time. Such teaching is the most important job of the teacher during the summer months. It should not be overlooked.

Improving the Facilities of the Department—There are many ways in which the teacher can improve his department if he thinks of it in the broadest term. Much of this can be done on days when it is difficult to do work at other duties in the field. The physical side is only a minor phase of this whole problem. Surely there

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FIRST NATIONAL MEETING *of*
FUTURE HOMEMAKERS OF AMERICA

PAULINE H. DROLLINGER
Representative of State Advisers, Pacific Region, on the National Advisory Board

TWO hundred seventeen thousand Future Homemakers of America members are busily selecting their delegates, their candidates for National Office and their members who are to take part on the program of the first National FHA Conference to be held in Kansas City, Missouri, July 6-10, 1948. An attendance of three thousand is anticipated at this meeting.

Each of the 48 State and territorial associations will have some part on the convention program.

The general schedule for the convention is as follows:

Monday, July 5, Afternoon—Registration

Tuesday, July 6—
Morning—Registration
Afternoon—General Session
Evening—Parade of States

Wednesday, July 7—
Morning—General Session
Afternoon—Tour of City
Evening—Special Program

Thursday, July 8—
All-day—(1) Sub-regional meetings, (2) Work conference for chapter advisers, chapter mothers and teacher-trainers, (3) State supervisors' and State Advisers meeting
Evening—Formal Banquet

Friday, July 9—
Morning—Business Session
Noon—Luncheon for national in-coming and outgoing officers and Advisory Board

A pre-convention Advisory Board and Executive Council Meeting is scheduled for July 3-5 and a post-convention meeting, Friday afternoon, July 9.

The general sessions will feature the objectives of the organization, the national projects, and degrees of achievement.

The Thursday Sub-regional meetings will give consideration to the proposed program of work for 1948-49; national projects for specific emphasis, such as, World Christmas Festival, National FHA Week, leadership training, and adoption of foreign home economics classes; plans for a national FHA foundation; ratification of the National Constitution; selection of sub-regional members to serve on each of the five National Committees; selection of the sub-region's representative on the 1949 National Convention program committee; and election of the sub-region's National officer for 1948-49.

Installation of new officers, conferring of honorary degrees and an inspiring talk on careers in home economics will be the highlights of the banquet program along with some surprise features. All in attendance at the Conference will want to attend the banquet.

To give chapter advisers and chapter mothers special helps in their capacities as guides for local chapters, a day of workshop has been planned especially for them

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The National FHA officers, after the installation services, July 31, 1947

AVA COMMITTEE COOPERATES WITH INDUSTRY

Seated (left to right): J. H. Mack, Chrysler; Arthur Elges, AVA, Lansing; Geo. Hafferkamp, Ford; C. V. Shively, Studebaker; W. V. Kershaw, Willys; E. J. Blum, Hudson.

Standing (left to right): Stan Roe, A.M.A.; M. D. Darrow, AVA, Texas; Paul McDonald, Chairman, General Motors; M. E. St. Aubin, General Motors; Ed Stevens, Secretary, A.M.A.; A. D. Althouse, Vice-Chairman, AVA, Detroit; J. W. Alexander, Kaiser-Frazer; I. A. Frazee, Ford; A. B. Jordan, AVA, St. Louis; Wm. E. Stirton, AVA, Detroit; R. A. Decker, Diamond T Truck.

As a result of a meeting during the annual Convention of the AVA, in St. Louis, Mr. A. D. Althouse of Detroit, read a paper in which he indicated that, in his opinion, people in the automotive industry might render valuable service to the schools in helping them set up and maintain more uniform programs of automotive instruction in the schools of the nation. Because of the widespread interest in the idea a committee was appointed by the AVA, under the chairmanship of Mr. Althouse, with instructions to approach the leaders in the automobile industry and solicit their co-operation in the organization of a conference to deal with problems of common interest to school people and to those in the industry.

Through the efforts of this committee, aided by the encouragement and financial support rendered by the AVA, the "Automobile Industry—Vocational Education Conference on Public School Automotive Instruction" was formed in January, 1948.

The members of this Conference believe that as automobiles become more complex, men with a broad background of technical knowledge will be needed to service them. It was their feeling that this condition presented a direct challenge to the public schools. Students will have to be trained in such a way as to enable them to keep abreast of engineering changes and to diagnose the obscure ailments that are likely to affect a complex machine.

As a result of the discussions of the group the general feeling appears to be that the development of a proper background in the student may involve a change in the content of the courses as well as in the methods used in teaching. As an example of these changes the members of the Conference expressed the belief that the emphasis now being placed on the development of skill in the purely mechanical operations involved in making repairs on automobiles should be changed to developing an understanding of the principles which will enable the students to appreciate when and why repairs are necessary.

Then too, programs must include mathematics and science in order that the theory related to automobile operation be taught. However, the automotive laboratory or shop is also essential in order that the students may have opportunities to apply or test the theories learned in the classroom.

Since the AVA is sponsoring this Conference it was felt that the material prepared as a result of its efforts should be acceptable on a national scale. With this in mind the State Directors of Vocational Education in the forty-eight states were invited to recommend two or more individuals from their territory who would act as consultants to the Conference.

These consultants have served as sources of information and suggestions. In addition, their services have been used for checking and validating material as it has been prepared.

The work of the Conference is progressing satisfactorily and it is expected that a preliminary report will be presented at the AVA Convention in Milwaukee in December.

THE USE OF TESTS *in the selection of* TRADE and INDUSTRIAL TEACHERS *and in the placement of their students*

PAUL V. W. LOFGREN

Assistant Supervisor of Trade and Industrial Teacher-Training, in Charge of Testing
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NO one having a vested interest in Trade and Industrial Education can afford to lose sight of industrial trends. It is now evident that industrial management, in general, is becoming aware of the economic necessity for proper selection of personnel. This awareness expresses itself in a growing demand for selective tests to supplement whatever other techniques may be used.

Inasmuch as industrial necessity determines—in the final analysis—the standards to be met by Trade and Industrial Education, this trend toward quantitative estimates of individual differences in ability is of special significance to the agencies responsible for such education. That this important development has not escaped notice is amply verified by the number of requests for information received by Trade and Industrial Education Bureaus in which more or less comprehensive trade-testing programs have been instituted. The following description of the California trade-testing program has been prompted by such requests, received from teachers, teacher-trainers, and state supervisors alike.

One of the primary functions of the Bureau of Trade and Industrial Education, through the Division of Vocational Education at the University of California, is to select and train Trade and Industrial teachers. Determination of the applicant's competency in his trade is considered a necessary part of the selective process. Furthermore, subsequent professional training of the candidate includes a semester course in Tests and Measurements in which he learns how to apply, in his own teaching, the basic principles underlying the tests he himself has successfully passed. Since the same basic principles apply to tests for all levels of ability, within a category, only minor modifications are necessary, depending upon the level of ability measured and the purpose of the test; i.e., whether the test is used for diagnostic or classification purposes.

While this program is designed primarily for the selection of teachers (among persons having a minimum of seven years of experience in a trade), its adaptation to shop and classroom use is simple. A few explanations and suggestions should enable Trade and Industrial teachers, as well as teacher-trainers to inaugurate a testing program which, although perfection cannot be claimed for it, has been found useful and effective.

THE CALIFORNIA TRADE TESTING PROGRAM

The California Trade Test is administered to all applicants, of eligible age and experience, for the Class "A" Vocational Arts Credential. Trade competency is estimated by a written objective and a manipulatory performance test, specific to each applicant's trade. An attempt is also made to supplement interview estimates of potential teaching and leadership abilities through the use of standardized tests of intelligence, English, Civics, and social adjustment.

THE TRADE COMPETENCY TEST
WRITTEN PART

The written part of the competency test consists of four-item, multiple choice questions. The samples below will indicate the form that has been adopted as standard for all trades.

89. A sharp "V" thread has an angle of:
    30°.... 45°.... 60°.... 90°....

82. The higher the last part of the S.A.E. number of type of steel the:
    1. lower the carbon content
    2. higher the carbon content
    3. higher the per cent of pure iron
    4. lower the per cent of alloy

54. A commercial photograph of a tall building requires that the perpendicular lines be made to appear perpendicular in the photograph. The picture can only be made from the ground, and it is necessary to tilt the camera upward at an angle to bring the top of the building in on the ground glass. Which of the following settings would fulfill these requirements?
    1. tilt the vertical swing back so that the top of the camera is tilted toward the building and the bottom away from the building
    2. tilt the top of vertical swing back away from and the bottom toward the building
    3. adjust the vertical swing back perpendicular with the building even though the camera bed is tilted upward
    4. the bottom of the vertical swing back tilted slightly toward the building

27. A spur gear is to be machined. The number of teeth is to be 36 and the pitch of the gear is 14. What is the outside diameter?
    2.1345.... 2.7143.... 1.5972.... 1.5657....

The tests vary in length from 150 to 250 questions according to the complexity of the trade. One assumption to be satisfied in regard to the length of selective or classification tests is that all theoretical (non-manipulatory) phases of the trade are adequately sampled. This may be estimated on the basis of trade analysis.

The questions are written by persons of recognized competency in their respective trades. They are then edited to eliminate psychological errors such as ambiguity, unwarranted clues to the correct answers, too

fine or too coarse discrimination (difficulty factor), etc.

The principles governing the construction and use of this type of test are all embodied in the dictum that: "A good test is one which is easy to make, easy to take, and easy to score." More specifically:

1. Easy to make, in terms of effectiveness and objectivity; especially so in classification tests.
   a. It may be designed to sample large areas of a trade with economy of time.
   b. Duplicate forms of the tests are readily devised.
   c. Item analysis is simple.
2. Easy to Take.
   a. Because more true to ordinary life situations.
      1. Choices rather than "either-or."
      2. Recognition rather than recall.
   b. When the form of the questions makes them easy to read.
   c. When the same form is used consistently.
   d. When used as a "power" test (without time limit) so that factors of reading and comprehension speeds are neutralized.
3. Easy to score.
   a. I.B.M. answer sheets or an equivalent system may be used.
   b. Special scoring formulae are unnecessary for practical purposes since the guessing factor is reduced from ½ in True and False questions to ¼ in four-item questions.
   c. Can be scored by someone totally unfamiliar with the content of the questions.

In constructing diagnostic tests (short quizzes) for classroom use, other types of objective questions may and should be used as subject matter and purpose demand. Examples of such tests are: the short answer, matching, completion, true and false.

PERFORMANCE PART

The performance test is held in a well-equipped shop (school or industry). It consists of a number of representative assignments requiring from four to eight hours of the candidates' time—according to the complexity of the operations by which his manipulative and other practical and creative skills may be appraised.

The committee of judges (raters) consists of three members who are selected on the basis of known competency and character. Whenever possible, labor, management, and school are equally represented. Although the opportunity to serve is looked upon as an honorable recognition outweighing all other considerations, the judges are reimbursed for their time well enough to secure their services repeatedly. Satisfactory reliability has been obtained by using three judges. In this case, one of the three judges, usually the one responsible for the shop where the examination is held, is appointed chairman of the committee. It is his duty to have the shop, equipment, and material in readiness for the examination. He collaborates with the representatives of this office in the matter of checking the rating scales and assignment sheets.

All clerical work connected with the test preparation and evaluation is handled by the offices of the Bureau of Trade and Industrial Teacher Training. The scales are standard for all trades. A number is assigned to the name of each candidate invited and this number appears, henceforth, on all assignment sheets, rating scales, and examination records pertaining to this individual. Since there are three judges, three rating scales must be provided for each candidate, each rating scale bearing the name of the judge for whom it is intended, and the name and number of the candidate to whom it refers. The maximum number of candidates in a group should not exceed fifteen, although the facilities may accommodate more. The optimum appears to be eight, in terms of rating efficiency.

For the shop teacher's purpose, a series of ratings of all his students, marked periodically, by the teacher, on separate rating scales (either graphic or linear) will, when judgments are added and averaged, give approximately the same results as the total average of several judges.

ON RELIABILITY AND VALIDITY

In some trades quantitative physical measurements of performance can be made with gauges and calipers. In other trades such objective measurements are practically impossible, as for example in cosmetology and photography. Hence, the problem confronting us is how to objectify subjective, qualitative judgments of skill to the point where reasonable reliability and validity can at least be assumed.

FROM ASSUMPTIONS TO KNOWN FACTS

The necessity of assigning grades to a single individual, or to groups of two and three, with a semblance of justice and finality but without precedent or comparative data, constitutes a problem to which any solution is better than none. On this premise several assumptions have been made, each of which is, admittedly, vulnerable to criticism. Nevertheless, until conditions permit the substitution of more valid assumptions, they remain as follows:

1. That every phase of a given trade is completely and adequately sampled in the test.
2. That the variation in the number of questions in the written part, or the length of time required for the performance part, are functions of comparative differences in trade complexity and of no other factors.
3. That, on the basis of the above assumptions, a given percentage score in a trade test of 150 written questions and four hours of performance, as devised for Custodian Engineering, and the same percentage score in a test of 250 questions and seven hours of performance, as devised for Aircraft Engineering, are *ipso facto* equated.
4. That the score deviations obtained are attributable to individual differences in occupational proficiency.

The acceptance of these assumptions permits the plotting of the scores in the various trade tests on a common distribution. This was done, each trade being represented by a different symbol for identification purposes. In part at least, our assumptions are defended by the significant overlapping of the various groups, which indicates that the individual differences within the groups by far outweigh the difference between groups. The rather definite tendency of the distribution toward normalcy is of considerable interest with reference to the operation of several known factors of pre-selection. Such factors would ordinarily lead one to expect a distribution abnormally skewed in a negative direction. With the ability to distinguish individual differences as the criterion, it is reasonable to assume that the present battery of tests constitutes a tolerably adequate foundation for the program. Test construction, revision, and validation are, of course, continuous processes.

Finally there is the problem of transmuting the composite numerical scores, obtained by weighting and combining the scores of the two parts of the trade test, into passing or failing letter-grade equivalents. The assumptions underlying the grading system are that:

(*Continued on page* 29)

RUBY CORDER

Leadership Training School FOR THE NATIONAL NFA OFFICERS

NATIONAL officers of the New Farmers of America met in a leadership training school at the Office of Education, Federal Security Agency, Washington, D. C., March 18-20. The New Farmers of America is the national organization of Negro farm boys studying vocational agriculture in the public schools of 16 southern states.

The meeting included two days of leadership training and one day of supervised sightseeing. Professor J. R. Thomas, National NFA executive secretary, Virginia, and Professor O. J. Thomas, Almot NFA sectional adviser, Texas, conducted the leadership training school. They were assisted by the staff members of the Agricultural Education Service, U. S. Office of Education.

The boy officers attending the leadership training school were: James Bryant, Whitakers, N. C., president; Robert Brown, Jr., Grambling, La., first vice-president; Lincoln Bobo, Enoree, S. C., second vice-president; Russell Adams, Quitman, Ga., third vice-president; Melvin Burleson, Houston, Texas, secretary; Walter Caldwell, Pulaski, Tenn., treasurer; and Glenwood Roane, Templemans Cross Roads, Va., reporter.

These national boy officers participate as leaders in many chapter, district and state NFA meetings and represent the NFA on many occasions. They will lead the 1948 National NFA Convention August 15 at Tuskegee University, Alabama.

In the leadership training school the New Farmers were instructed in the duties of their offices, the provisions of the NFA constitution and by-laws, rules of NFA contests, parliamentary rules, and ceremonies and procedures used in conducting NFA meetings. Training in public relations included letter writing; writing newspaper and magazine articles, public speaking, and participating in radio programs. Attitudes and behavior essential to good leadership and the personal application of leadership abilities in their public appearances were discussed by these rural youth leaders.

Some of the characteristics stressed as leadership qualifications are: appreciation of rural life, square dealing, sportsmanship, modest but ambitious attitude, self-confidence, courtesy, and thrift. Questions for self-analysis for the purpose of improvement included: Am I following a systematic plan for improvement, service, and advancement? Am I playing the game of life honestly and fairly with myself and my fellows? Am I loyal to my superiors and associates? Points stressed as helpful to attaining success are: think and act straight; spend a little less than we earn; make friendships and keep them in good repair.

Improvements which the boys agreed result from NFA training are: NFA develops good habits and character; provides opportunity to train as farmers and farm citizens; improves parent-son relationships; promotes cooperation between home and school; provides a wholesome type of social life; and improves the standards of living in the community.

High officials of the U. S. Office of Education showed their interest in the leadership training school by meeting with the NFA boy officers in the office of Oscar R. Ewing, Federal Security Administrator, for a press conference at which the boys were photographed and interviewed regarding their NFA activities. Mr. Ewing mentioned to these young farming students that he too is a farmer, owning a farm in Indiana, and is very much interested in agricultural development.

National officers of the New Farmers of America meeting with Oscar R. Ewing, Federal Security administrator, during their recent visit in Washington, D. C. Standing left to right are: Lincoln Bobo, Enoree, S. C.; Glenwood Roane, Templemans Cross Roads, Va.; James Bryant, Whitakers, N. C.; Walter Caldwell, Pulaski, Tenn.; Melvin Burleson, Houston, Texas; Russell Adams, Quitman, Ga.; Robert Brown, Jr., Grambling, La.; and J. R. Thomas.

MORE THAN A RETAIL UNIT

Store unit showing system equipment.

A Unified Store-School Workshop

MARIAN R. BALBONI
Assistant State Supervisor of Distributive Education
Boston, Massachusetts

HELEN LORD SMITH
Teacher-Coordinator
Brockton, Massachusetts

BROCKTON, Massachusetts, has shown what can be achieved when the schools, national business organizations, and local stores all pull together.

Ever since the first Sears-Roebuck unit was installed in the early 40's, Brockton has looked toward the day when it would have its own store-school workshop.

The first contribution came in 1944 when Edgar's, a member of the Gorin chain, contributed a glass display case and a wooden counter. In June, 1947, a grant of $1200 was awarded to Brockton by the Sears-Roebuck Foundation, the first to be issued in New England.

Before construction was started, a conference was held with the teacher-coordinator, the superintendent of schools, the manager of the local Sears-Roebuck store, and the supervisor of displays for the New England zone of the Sears-Roebuck Company. Plans were made to build a retail selling *room*, not just a retail unit at one end. The finished room was formally opened on April 1st.

There is no need to describe the retail unit; it is typical of all such units throughout the country. However, the rest of the room is a complete departure from a stereotype high school room. A modern unit of cabinets lines the long side of the room, two display closets and blackboards take up the side wall opposite the store unit, and windows occupy the fourth side with a break in the center which affords bulletin board space.

The cabinet unit is divided into five sections. Section one houses a sink with hot and cold running water; section five is made up of shelves at varying heights. These sections have two full-length doors. Sections two and four are divided in two parts, the bottom sections containing shelves and the top drawers for textile and display materials. The center section, number 3, is an open bookcase with magazine shelves; the lower section is enclosed for magazine storage. This unit was designed by the teacher-coordinator, Helen Lord Smith.

Because of the color scheme and physical properties of the room, the total effect is that of a small specialty shop. The entire room is painted in two tones of warm grey. For accent, two additional shades of grey are used, slate for the baseboards and darker grey than the walls for the doors with terra cotta shades at the windows.

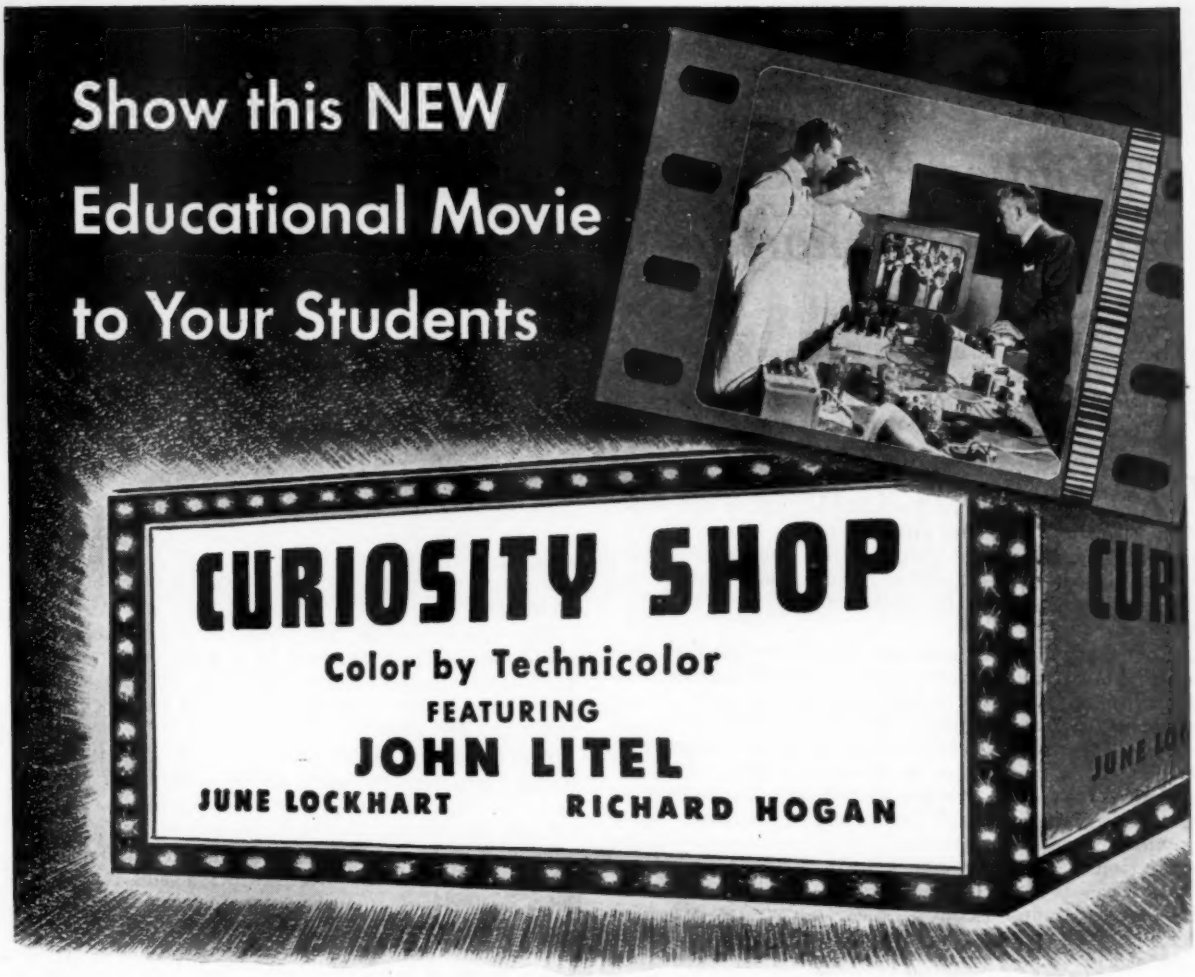
The new movable tables seating two are finished in natural wood and match the newly refinished floor.

Equipment has been generously donated; two mannequins by the Gilchrist Company, a cash register by the National Cash Register Company, a charge-a-plate machine by the Farrington Company, a tube head terminal and carriers by the Lamson Corporation, and a practice telephone from the New England Telephone & Telegraph Company. The Vocational School has provided a new steel filing cabinet; complete equipment for a wrapping desk; and such modern innovations as a permanent projection screen, vari-type fluorescent lighting, and all imaginable display equipment, even to a steam iron, ironing board, and a step ladder.

Student comment, "You'd think you were in a store rather than a school".

And to quote the manager of one of Brockton's leading specialty stores, "I could move in here tomorrow with my merchandise and make money with this setup. In many ways it is more modern than my store."

Show this NEW Educational Movie to Your Students



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Let us know the approximate date next fall you would like to show "Curiosity Shop" to your students. Ask, too, for a copy of the "Alcoa Library" which lists many other fascinating ways —through sound motion pictures and informative booklets—to teach your students how aluminum is made, fabricated and used. Get ready for next fall . . . write today, to ALUMINUM COMPANY OF AMERICA, 1772 Gulf Bldg., Pittsburgh 19, Penna.

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Home Economics Section Studies Problems of Teacher Shortage

DRUZILLA C. KENT

**Head, Department of Home Economics Education
University of Tennessee, and
Chairman of Home Economics Research Committee
American Vocational Association**

The Home Economics Research Committee of the AVA at work on the study. Left to right: Maude Williamson, Colorado; Johnie Christian, Texas; Druzilla Kent, Tenn., chairman; Beulah Coon, U. S. Office of Education; and Hester Chadderdon, Iowa.

THE Home Economics Research Committee of the American Vocational Association, Inc., in cooperation with the Vocational Division of the United States Office of Education and the Home Economics Research Committees in forty-six states, has completed a study of the "Factors Affecting the Satisfactions of Home Economics Teachers." *

For many years the shortage of well-qualified teachers of home economics has been a serious problem to school administrators endeavoring to maintain adequate instructional service. This nation-wide study of factors affecting the satisfactions of home economics teachers was undertaken in February, 1947. It was designed to secure specific knowledge of conditions causing satisfaction and dissatisfaction of home economics teachers with certain aspects of the teaching profession and its attendant environment. This information was believed to be important in order that (1) public school administrators, state supervisors of home economics, personnel in teacher-training institutions and others responsible for maintaining an adequate supply of teachers might have more reliable information upon which to base action programs designed to relieve the teacher shortage; (2) the profession of home economics teaching could be made sufficiently satisfying so that a continuing supply of teachers would be attracted into the profession; and (3) teachers themselves might have an understanding of factors relating to teacher satisfaction.

A total of 4216 home economics teachers in forty-six states participated in the study. These teachers were selected to furnish a sample of the teachers in each state in order that studies might be made of teacher satisfaction within any one state. The organization of the study made it possible to obtain a general job satisfaction score for each teacher together with a score for each of the seven categories studied—profession, school conditions, teaching load, salary, community conditions, living conditions, and marriage and family responsibilites. It was possible, too, to evaluate items within the categories in terms of teacher satisfaction. The attitudes of the teachers toward various aspects of their job were then analyzed in relation to factual information which they gave concerning the seven categories.

Job satisfaction did not seem to depend upon the state or region in which the teacher was employed, and there were wide differences in distribution of scores among teachers within a state. The home economics teachers liked teaching as a whole and indicated satisfaction with several specific aspects of the profession, finding it intellectually stimulating and enjoyable working with pupils. Sixty-five percent planned to teach the following year and 27 percent were uncertain about their plans.

The report points out that "teacher satisfaction would seem to be influenced by a wide variety of factors"—and "many of the dissatisfactions of teachers were found to be generally associated with conditions which can and should be corrected."

The situations causing the greatest dissatisfaction among these teachers relate to (1) community and living conditions, (2) the professional aspects of teaching, and (3) conditions existing in the school.

The data show a need for many communities "to develop less critical attitudes toward teachers, not setting them apart from other socially accepted groups, but giving them freedom to teach creatively and to live as others do, with satisfying opportunities for contact with people in other types of work." Teachers who had to room and board with others were less satisfied with living conditions than those who lived alone, with their families or did light housekeeping. Communities could increase satisfaction for teachers who room and board by finding living conditions where there was some privacy, laundering and pressing facilities, and some freedom to entertain friends. Small communities would be more satisfying to teachers if they could provide somewhat more satisfactory cultural opportunities, health services, recreational and/or shopping facilities.

The report points out that teacher training institutions could, with profit, re-examine their total programs or see in what ways they can provide more realistic preparation for teaching and include more adequate preparation for teaching adults and develop more satisfactory bases with teachers for evaluating the results of their instruction. It would seem highly important to guide prospective teachers into communities and school situations which have a combination of conditions likely to result in satisfying professional work for that individual.

(*Continued on page* 31)

NOTE: The report entitled, "Factors Affecting the Satisfactions of Home Economics Teachers," published by the Committee on Research and Publications of the AVA, will be available for distribution early in June. The publication, AVA Research Bulletin No. 3, may be secured from the AVA office in Washington, D. C.: price 75¢ a copy.

* *This is one section of the over-all study of the problem, "Factors Affecting the Supply of Home Economics Teachers."*

Prepared by G. C. Cook

Former FFA Member and Teacher of Vocational Agriculture Now with WJZ

PHIL ALAMPI is a real dirt farmer, being reared on his father's truck farm at Williamstown, New Jersey. After learning his three "R's" at the local grammar school, he took the Vocational Agriculture Course at Glassboro High and was very active in the Future Farmers of America (F.F.A.) organization. Not only was he a live wire in his local F.F.A. chapter, but was made a member of the N.J. State F.F.A. Executive Committee; he served as the New Jersey delegate to the National F.F.A. Convention and carried a full program of Vo-Ag projects in connection with his supervised farming program. He organized the first 4-H Club in Gloucester County, N. J. The Gloucester County 4-h'ers still wonder how their founder-president managed to do his own farm work and participate in so many activities. As a result of his good work in the F.F.A. he was awarded the N.J. State Farmer Degree in 1929, and later the same year walked off with the American Farmer Degree at Kansas City, Missouri. His two kid brothers later followed in his footsteps—which made three American Farmer Degree winners in one family to set a national record.

In 1930 Phil packed up the poultry flock he had developed in his supervised farming program in vocational agriculture and took it off to Rutgers University to pay his way. By converting his eggs into education, Phil received his Bachelor of Science Degree in Agriculture four years later in 1934, in spite of such extra-curricular activities, as being on the apple, dairy and poultry judging teams; track, cross-country, basketball and boxing teams; and serving as vice president of the Rutger's Ag club. He was a member of Alpha Zeta and won a Phi Beta Kappa key to boot. After graduating from the College of Agriculture, he spent a year investigating the poultry market practices in New York City for the government, and it was his testimony in the Schechter Poultry Case that helped to break the N.R.A. Following the successful completion of this job he taught Vo-Ag at Woodstown High School for 10½ years. At the same time he received his Master of Education Degree in Farm Shop work and also found time to coach and officiate football, basketball and track.

In 1935 Phil bought and developed the Alampi Poultry Breeding Farm at Williamstown, N. J. Times were tough, but Phil combined his "book larnin'" with his practical experience to build up an outstanding poultry breeding program. He did well enough, in fact, to eventually have his kid brother, Joe, manage the farm for him while he followed his many agricultural and educational interests.

About two years ago WJZ became convinced that the farmers living in the WJZ four-state area around New York City needed a daily program all their own. There were lots of radio reporters in the city who were eager to do a farm program, but WJZ decided that if a farm program was going to be of any real help to farmers, it would have to be in the hands of a real farmer. In casting about for the right man, the name of Phil Alampi kept bobbing up time and again. He was active in subordinate, Pomona and State Grange in New Jersey, and received the 7th degree in the National Grange; was a member of the N. J. Farm Bureau; on the executive committee of the N. J. Junior Breeders Fund; in the N. J. Poultry, Jersey Chick, and International Baby Chick Associations; NEPPCO; executive committee of the N. J. Field Crop Improvement Association; president of the N. J. Agricultural Teachers Association; president of the Salem County Education Association; and active in N. J. Secondary School Teachers' Association, N. J. Education Association, A.V.A. and was either an officer or leader of 25 outstanding agricultural, civic, charitable, and athletic organizations.

You have only to know Phil Alampi to understand why he got the job of Editor and Reporter of WJZ Farm News—and you have only to listen to him any morning Monday through Saturday, between 6:00-6:30 A.M. to know why he's running what the N. J. State Fair Committee called "The Outstanding Farm Program On The Air," when they awarded his WJZ Farm News the blue ribbon for 1947.

VOCATIONAL EDUCATION

(*Continued from page* 7)

Milwaukee, then juvenile court judge, disproved the attack, proving that the trouble lay with certain manufacturers who refused to cooperate by arranging employment hours for the extra training. That is only twenty years ago.

Another method of weakening vocational education is to attempt to consolidate it under the general educational system. This, the State Federation has always opposed for obvious reasons. The two types of education do not mix; courses and systems of teaching are not comparable and administrative problems have no common ground. In 1927 The Milwaukee Journal pointed out, "Vocational training created by the state was not and should not be grafted onto the old system of education because it has a different work to do and the problems of boys and girls are different."

However, this "university" of workers and skills; this finishing school—which corresponds to the great universities for the lawyers, doctors and other professions which are enjoyed by the more fortunate —needs eternal vigilance, continuous study and constant rejuvenation. In this respect, the vocational training program is no different than the regular public schools which have shown some scandalous signs of decay in buildings, equipment and a lack of qualified teachers.

I would like to point out the extreme importance—and I can't emphasize this enough—of keeping abreast of science, invention and new manufacturing methods. Industry develops and installs very quickly, new machines, methods and processes. It would avail little to teach a boy to operate an old basic machine and enter a plant where these machines have been removed for something newer and better. Vocational training schools must keep up with this swift pace set by industry. And what is equally important—teachers must go to school continuously and train themselves in these new engineering developments. To accomplish this, the highest type of teaching must be attracted.

To make the vocational educational system most efficient, requires progressive interest in it on the part of all people, industry, labor and other civic forces. For instance, this system must offer the kind of economic inducements which will attract and hold well-qualified teachers. This must include adequate tenure protection and a satisfactory retirement plan. Freedom of speech and freedom of opinion among teachers must be maintained. True education cannot live in the stifling atmosphere of repression and restricting conduct.

Probably the greatest new horizon of vocational education is the growing knowledge of vocational guidance. Getting the round pegs into the round holes before it is too late is half the battle. There is nothing sadder than finding an average tool maker who might have been happier and richer as a topnotch electrician, finding himself stuck because he has taken on responsibilities which prevent a shift. Catching these young people when they first leave school, studying them, using aptitude tests, trial tests, giving them frequent screenings and reviews—can do much toward helping a boy or a girl to find that job he likes best and enjoys doing most. For it is in a 'happy' job that workers can find greater happiness, greater pride in skill and usually greater earnings.

It is in all of these matters that the Wisconsin State Federation of Labor has since 1910 interested itself and has attempted to be a continuous, driving progressive factor in making vocational education what it should be—a system for improving living standards, for enlightenment, for progress and opportunity, for security and for better citizenship.

In closing, I would like to point out that vocational education in Wisconsin is, in its conception, an almost perfect project because all branches of citizenry contribute its share to its success. The state contributes its share through establishment and the maintainence of these schools; the manufacturers contribute by arranging employment so young workers can spend some time in school; the boys and girls contribute to their own education by the reduced pay they receive because of time taken for schooling. Young people get training to help them rise; the manufacturer gets a better labor supply and the state gets better citizenship.

The Federation which fathered this educational system is proud of its part. But the Federation of Labor wants you to know that it has for the past 35 years maintained a progressive interest in this work and has attempted to be a helping, constructive force in its bettermen.

May I today, on behalf of the State Federation of Labor, renew our pledge to continue with this cooperation toward new and greater progress.

AVA CONVENTION PLANS

Wisconsin is already looking forward to being host to the AVA at its 1948 convention in Milwaukee. Preliminary plans for the convention, which will be held in Milwaukee Nov. 29 to Dec. 4, were formulated at the annual meeting of the Wisconsin Association of Vocational and Adult Education, held May 7 and 8 at Green Bay.

AIRCRAFT INDUSTRY

(*Continued from page* 14)

3. He wants to be treated courteously.

4. He wants to be considered as a person who can be respected and trusted.

5. He resents favoritism or partiality. All he asks for is to be treated fairly.

6. He wants to feel that opportunities exist for him to advance.

7. He wants a boss who understands his point of view, who keeps his promises, and who respects his confidence.

8. He wants to be given credit when he feels he has earned it and he objects to fault-finding when it is given in public.

9. He wants his boss to be a leader whom he can respect, not a driver.

When these are summed up it becomes apparent that they constitute the requirements of leadership. It would appear, therefore, that one of the things we have learned as a result of our war experience, is that the future of the aircraft industry depends largely on the type of leadership we have. In view of this it would seem that the aircraft industry must direct its major emphasis in training toward this area.

COUNSELOR'S JOB

(*Continued from page* 12)

finding suitable training station for on-the-job training, furnishing supervision of on-the-job training, outlining materials in related subject matter for on-the-job training, and in the placement of the individual. The total job of each worker and the Counselor will govern the extent to which these services are planned and executed together.

The Rehabilitation Counselor must combat prejudices among some employers regarding the employment of certain types of physically and mentally handicapped persons. It becomes the job of the Counselor to accept responsibility for furnishing leadership in a program to overcome such prejudices through the actual demonstration of job performance by the individual handicapped worker. Much has been done in this respect in a general publicity program, but it is a never ending job and the Counselor can be much more effective through demonstration than a central office by quoting figures such as—55% of handicapped workers with 100 employers were absent less frequently than non-handicapped workers; 40% had the same absentee record; 82% stayed on the job longer than non-handicapped workers; 66% ranked equal to the able-bodied in efficiency; 24% were better; 56% had fewer accidents than the non-handicapped; 41% had records as good. The Counselor should accept as part of his job the responsibility of knowing such facts as well as the laws governing the program, the amount of participation on the part of the Federal and State Governments, the policies of the State Board with reference to administration of the program, and other over-all general factors that will give him confidence and self-assurance in carrying on the field service program in the area. The Counselor should know the limitations of the financial support of the program as well as the technique for rendering individual service. This is essential in making proper evaluation of the needs in the light of the available resources. Where limitations exist his total program must be planned to make the best use of available resources where the greatest good can be accomplished.

FUTURE HOMEMAKERS

(*Continued from page* 10)

cence succeeds with purity."

Another symbol of our organization is the red rose. The rose can best be that flower. Our Official Guide explains it beautifully in these words: "The rose has been a favorite flower from remotest antiquity due to its rare beauty and affinity for universal cultivation. It is found in almost every country of the northern hemisphere and is capable of cultivation in every state and territory of America.

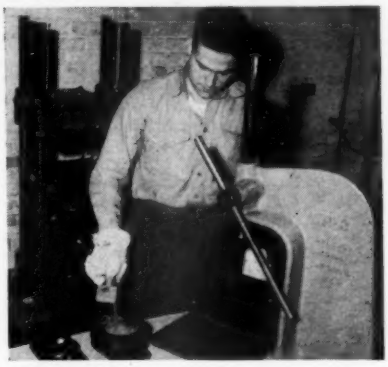
As we use these symbols we resolve anew to so live and act that the truths they express remain untarnished. Then, and then only, will they help us reach the eight goals set up for the Future Homemakers of America—the eight goals of which we may be reminded by the eight sides of our emblem:

1. To promote a growing appreciation of the joys and satisfactions of homemaking.
2. To emphasize the importance of worthy home membership.
3. To encourage democracy in home and community life.

(*Continued on page* 28)

CHICAGO VOCATIONAL SCHOOL

(*Continued from page* 8)



Using surplus equipment in plastic molding.

in September 1946 with aviation naturally high on its list of training. They are still continuing to get aircraft equipment through War Assets Administration, surplus which is used in the aviation department shops, such as the engine shop, propeller, and instrument shops.

The school is one of the few accredited by the Civil Aeronautics Authority, recognition for which the Board is quite proud. All teachers are licensed aviation instructors; a boy who graduates is eligible for his mechanic's license. Men already employed in the aviation industry and working at night jobs, enroll as day class students to increase their skills and extend their certificates.

Other departments and shops have been added or developed as surplus goods become available through War Assets. The School Board received three freight carloads of electronics materials. In the distribution of this surplus, the Chicago Vocational School got one carload. Their Electrical Department has 3 shops with classes in electronics control. Instructors and students are able to keep up with the wonderful developments and progress in this field, made more exciting because they have the tools to work with.

For their electric shops, the school acquired surplus dynamotors. The motors are taken apart, and the boys are taught how to build and repair them. The school's spokesman felt this was such fundamental training, and when it was impossible to get the motors during the reconversion period following the war, they were delighted that the motors were available to them through WAA. They filled a great need.

A plastic shop was made possible when the school received three presses through WAA. Also, a welding shop was started, and practically all of the machines for it were received from War Assets. For the school's four machine shops they acquired surplus precision materials which normally cost so much the average school can't afford this equipment.

When radio tubes and other radio parts were hard to get the school acquired these for their radio shop. Since the students are too young to handle high voltage equipment, the school is staying away from radar though, taking the component parts, they are teaching students the fundamentals of this science.

Other departments include two sheet metal shops, two print shops, six wood shops, and five auto shops. Every high school in the city with an auto shop sometime ago received two Cadillac engines out of a lot of 100 which the School Board acquired through Army Ordnance.

When a mobile repair shop was among the items offered priority claimants, the Chicago School Board acquired it, dismantled the shop, and all the equipment was moved to another of our vocational schools. And again . . . out at the Chicago Vocational School, they received a number of sewing machines for their girls' department. These bits of miscellany will give the reader some idea of how varied and far-reaching our vocational training is, and the vast amount of costly tools and equipment necessary to carry such a program through.

The Chicago Vocational School has a placement counselor who is in constant touch with our industries, and closely associated with the boys. The boys are guided to follow their natural bent and are helped to get jobs in the trades they prefer.

The school surplus property program operates through the Federal Works Administration—the government agency on the list of priority claimants authorized to purchase for schools and universities under Public Law 697 passed by Congress in August of 1946. The Chicago Vocational School is just one example of how our schools have benefitted through WAA's priority and school donation program. The student benefits, too, through a type of training which this surplus material makes possible, and the community benefits through increase of skilled workers available for our many and varied trades.

DISTRIBUTIVE EDUCATION IN DETROIT

(*Continued from page* 15)

Detroit Board of Education, and Mr. Charles E. Boyd, Secretary of the Retail Merchants Association, have done much to secure recognition for our Distributive Education program in Detroit.

The enthusiastic way in which the stores have co-operated is indicative of the success which our DE program is having. The unlimited number of opportunities which are opened to us through the co-operative DE program is inspiring, and challenges us to work hard to deserve these opportunities. The program and our Club activities help us to develop from immature students into mature adults ready to take our places in the competitive business world.

NATIONAL MEETING FHA

(*Continued from page* 17)

to work together on chapter organization, program of work, function of standing committees, year round activities, money making, public relations, evalution, emblematic materials, and degrees of achievement. The teacher-trainers will find this meeting of value to them in their preservice training of teacher advisers.

Such problems of the state organization as the relationship of the State Association and National Organization, the organization as a part of the total program, the mechanics of the State Association, state adaptation of the program of work, state participation in National projects, newsletters, an evaluation of the program, and the constitution and handbook will answer many problems of State Advisers and supervisors attending a special workshop for them.

The major responsibility for program planning and the many arrangements necessary in staging such a large convention are being carried by FHA members, State and chapter advisers, supervisors and teacher-trainers in the States in the Central region bordering Kansas City and local Missouri and Kansas City people.

The Future Homemakers of America will make real progress "Toward New Horizons" through this week of working together in an effort to strengthen the organization on all levels. The first three years of this organization have been rich in democratic experiences for home economics youth to plan together on National, State and chapter levels with splendid guidance by adults who were inspired with the possibilities for youth action. Credit for this sound foundation is due the National Adviser, Dr. Hazel Frost, and Miss Edna P. Amidon, Chairman of the National Advisory Board, various members of this Board who have served during the past three years and the various State and chapter advisers and advisory boards.

Plans are under way for a retail trading class in fresh fruits and vegetables to be offered at Norfolk, Virginia, under the supervision of Mr. O. Wendell Draine, Tidewater Supervisor of Distributive Education.

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SUMMER DUTIES

(*Continued from page* 16)

are new things to construct that will make for better use of the classroom and farm shop. Perhaps there are remodelling jobs and rearrangements that would accomplish the same purpose. For example, a new magazine or chart rack, or new shelving, are needed. The Babcock testing equipment needs to be rearranged and more firmly secured. The farm shop can be cleaned out and materials properly sorted and stored for the beginning of school. New pictures may be hung to decorate the classroom. These and similar adjustments can be made by the teacher to make for an attractive room for the pupils when they return to school in the fall. Also the rooms will afford a better impression on the visitors who chance to visit the department during the year. Good housekeeping should be a part of every teacher's duties.

In addition to improving the physical facilities, there is a greater responsibility for improving the department. This is to plan for the classroom teaching to be done the following year. Everything that the teacher can do during the summer months lessens his work while school is in session. He should be able to accomplish much when he has the opportunity to work by himself without interruptions during the summer months. Interruptions are at minimum at this time. Much planning for the courses he will conduct the following year can be accomplished. General lesson outlines to be used in teaching can be made, or revised, as the case may be. Such work in preliminary lesson planning will indicate teaching materials which he needs to collect during the summer. Also field trips can be tentatively located for which arrangements can be made in advance. Whatever portion of his time is devoted to these activities should pay dividends in better teaching the following year. Every teacher wants to do good teaching in every group that comes under his direction so that the pupils will profit from his instruction. Planning gives more assurance that this goal will be attained.

Public Relations and Self-Improvement—A third responsibility during the summer is maintaining good public relations and improving one's self. These might well be discussed under separate headings but they do have some relationship. The teacher of agriculture could spend all of his time during the summer in working on this part of his summer program. He should not neglect it but he must wisely proportion his time to do some of the other things mentioned. No definite amount of time can be assigned to the duties that will be accomplished during the summer months. In public relations work, one will find an overlapping with other activities, such as recreational and educational.

The teacher will find it to his advantage to attend other meetings of agricultural groups that are held in his county or nearby during the summer months. Grange picnics, Farm Bureau field days, Soil Conservation meetings and the like are only a few examples of places where teachers can make new acquaintances and gain new knowledge that can be applied to his own program. At the same time, attending these meetings gives one a chance to talk about the vocational agriculture program in his school and some of the accomplishments of his pupils. Teachers of agriculture do not publicize enough what they are doing. The summertime provides more time to work on this phase of his program and to outline plans of action to be carried out during the school year.

The taking of pictures showing stages of activities of pupil programs will provide good newspaper publicity. Surely every teacher has several stories which he can write about his program which will help in developing community understandings. The summer will also be a time for preparing and showing exhibits of the students' work at fairs and other places in the school community.

Improving one's self both technically and professionally should demand the attention of every teacher if he wishes to advance in his chosen vocation. There are several ways in which this can be accomplished during the summer months; the following are only suggestive. One, the teacher builds his own self-development program by studying a definite number of books and magazines, visiting and studying certain improved practices in use by farmers in his area. A good example of this would be the making and use of grass silage. A second opportunity for improvement would be enrollment in an off-campus course which meets once a week and is now offered in many states. Both professional and technical courses are commonly given. Graduate credit may be earned by taking such courses. A third way may be followed by attending a six

The teacher of Vocational Agriculture giving instruction on the trainees farm during the summer.

weeks summer session at some college. This is the most difficult way because it keeps the teacher away from his work too long at a time. Some State Colleges of Agriculture have solved this problem by offering 3- or 4-week courses. Attending the annual summer state conference of teachers of agriculture is still another means of improving one's self and also of participating in some recreational activity.

Recreational Activities—Every teacher should plan some type of recreation with the boys in his classes. This will not only keep the teacher alert in knowing better the personal characteristics of the boys whom he teaches, but also he may be called upon to render and give confidential advice to some boys during the time the boys are engaged in such free types of activities. The real nature of the boy is often brought out spontaneously as he engages in play. A bit of wise counseling at such times may produce a decided change in the future lives of the boys.

Planned recreational activities for the boys will be an opportunity to offer them additional educational activities as well. Many articles have appeared describing worthy examples of this type of recreational activity provided by the teacher with his boys. An all-day tour visiting supervised farming programs in the community or at nearby schools with a picnic lunch at noon interrupted with games and a swim gives the boys a short relief from their farm activities. A majority of the boys can get away for a day, if the event is planned far enough ahead. Perhaps some fathers could and would be glad to join with the group on such trips.

Some schools take more extended trips, devoting a week or ten days within their own particular state or visiting several states. Such tours can be made very educational as well as enjoyable. Since the trips are usually made by automobiles or a bus, many outstanding farms can be visited. Farm markets, processing plants, farm machinery manufacturers and places of scenic and historical interest can be included in the trip if planned well in advance. These longer trips often are given as a reward to pupils for some accomplishment during the year or from money earned by the group through some cooperative effort.

Another type of recreational activity to engage in with the boys is a camping trip. This may be a local and single chapter activity. However, many teachers are finding it advantageous to spend a week at a F. F. A. State Camp. Many states have such programs and they offer not only excellent educational and recreational programs, but also provide an opportunity to become acquainted with many boys from different parts of the state.

Finally, when all of the summer activities are taken care of by the teacher, he is entitled to at least some vacation during which time he can do the things that provide the most relaxation for himself. Get away from your community. It may be a fishing trip alone or with a friend; a trip with the family camping, at some summer resort, or to the "old-home" place; attending some large fair or exhibition; or anything that personally appeals to your individual interest. You should completely forget all your duties and responsibilities as a teacher of agriculture.

By fulfilling all of these and other summer activities as a direct service to his pupils and the community, the teacher of agriculture will be a busy man and no one can ask, what does the teacher do during the summer? Are you rendering a real service to your community and are you satisfied with your summer program?

FUTURE HOMEMAKERS

(*Continued from page* 26)

4. To work for good home and family life for all.
5. To promote international good will.
6. To foster the development of creative leadership in home and community life.
7. To provide wholesome individual and group recreation.
8. To further interest in home economics.

Thus, all parts of our emblem come to life with significant meaning, holding before us the beauty of real homemaking. This emblem with its truths was meant to be shared. The ideals here represented will be carried to many parts of the globe. Yes, it may take time; but, with all the states and territories of America, and finally all chapters sending forth rays from each home, it will not be long until our neighboring countries will in some way reap and share from the development of the home by the Future Homemakers of America. Every ray of light, hope and salvation is kindled within this home. We cannot help but feel, sincerely, that much of our future national responsibility is being developed in all the homes found within this circle. Who is the nucleus of the home? Yes, it is the homemaker.

MRS. MARY KARL AWARDED AVA LIFE MEMBERSHIP

Mrs. Mary Karl receiving her AVA life membership. Left to right: Miss Violett O'Reilly, New Orleans; Dr. J. Broward Culpepper, Florida State University; Mrs. Maude G. Woods, Florida State Department of Education; and Mrs. Mary M. Karl, director of vocational education for Daytona Beach and Volusia County, Florida.

A highlight of the annual banquet of the Florida Vocational Association, which met in Miami on April 22-24, was the presentation of an AVA Life Membership to Mrs. Mary M. Karl, Director of Vocational Education in Daytona Beach, by her associates in the Volusia County school system.

For the past ten years Mary Karl has been well known in both the Florida and the American Vocational Associations for her fine work in war production training and veteran training programs in Daytona Beach and Volusia County, and in her community for her devotion to both school and civic causes for persons of all ages.

During the late war years Mrs. Karl brought to Daytona Beach, largely through her own efforts, the Welch Convalescent Hospital for veterans, obtaining use of the facilities of the Halifax District Hospital and of the de-activated Army air field adjoining the Halifax Hospital site.

In 1945, when it became evident that the convalescent hospital would be discontinued, Mrs. Karl laid and carried out plans for establishing a complete veterans' training school on the Welch Post, again obtaining through her untiring efforts the necessary buildings for living quarters and for classrooms and trade shops, as well as the necessary furniture and equipment for the school. Since this time, 800 veterans have been served thus far at the Volusia County Vocational School for Veterans.

So completely did Mary Karl dedicate herself to the welfare of veterans and other adults in Volusia County during these war and post-war years that the citizens of Daytona Beach requested the Volusia County Board of Education to change the name of the Volusia County Vocational School to Mary Karl Vocational School as an expression of the county's appreciation for her efforts. In April, 1948, just prior to the meeting of FVA in Miami, announcement was made through the press that the school had been renamed Mary Karl Vocational School.

INTERNATIONAL EXCHANGE OF PERSONS

The Fulbright Act

The Fulbright Act (Public Law No. 584) authorizes the Department of State to use a portion of the foreign currencies resulting from the sale of surplus property abroad for educational activities with foreign countries.

At present agreements have been signed with only two countries—China and Burma, but negotiations are in progress with the following: Australia, Austria, Belgium, Egypt, Finland, France, Greece, Hungary, Iran, Italy, The Netherlands, the Netherlands East Indies, New Zealand, Norway, the Philippines, Siam, Turkey, the United Kingdom, and it is expected that other countries may be added to the list.

While the term "educational activities" may be interpreted very broadly, the following amplification will serve as a more useful guide to the types of activities envisaged: Aid in international reconstruction by assisting foreign countries to secure the services of Americans with specialized knowledges and skills; provision for Americans to study, teach and conduct research abroad; opportunities for a limited number of foreign students to study in American institutions abroad and to assist foreign students and teachers to engage in educational activities in the United States.

The Board of Foreign Scholarships has delegated responsibility for preliminary screening of applicants for grants to three agencies:

1. The Institute of International Education for those wishing to study in foreign institutions, primarily at the graduate level. Inquiries relating to graduate student exchanges should be addressed to: Institute of International Education, 2 West 45th St., New York 19, N. Y.

2. The U. S. Office of Education for those wishing to teach abroad in national elementary and secondary schools. Inquiries should be addressed to: The U. S. Office of Education, 4th and Independence Ave. S. W., Washington, D. C.

3. The Conference Board of Associated Research Councils for those wishing to teach, lecture or offer technical instruction in connection with institutions of higher learning or to pursue studies and research abroad at the post-doctoral level. Inquiries concerning the exchange of professors, lecturers, specialists and research scholars at the post-doctoral level, and inquiries concerning opportunities for teaching in American primary and secondary schools abroad should be addressed to: The Executive Secretary, Committee on International Exchange of Persons, Conference Board of Associated Research Councils, 2101 Constitution Ave., Washington 25, D. C.

Inquiries relating to exchanges other than those concerned with the Fulbright Act should be addressed to: The Division of International Exchange of Persons, Department of State, Washington 25, D. C.

Fourth Annual Eastern Seaboard Apprenticeship Conference

The Fourth Annual Eastern Seaboard Apprenticeship Conference sponsored by The Apprenticeship Councils and The Apprentice Training Service, U. S. Department of Labor, will be held at Lake Placid, New York, June 24-26, 1948. The theme of the Conference is "Sound Apprenticeship Builds America and Insures the Future." The New York State Apprenticeship Council will act as host to the Conference.

USE OF TESTS

(*Continued from page* 20)

1. Other things being equal, the superior tradesman is the desirable teacher of his trade.
2. With tests of adequate internal validity, superior knowledge and skill are properly rewarded.

The known facts are that:

1. The questions in a given written test have a difficulty gradation such that an individual with the slightest experience in the field can answer some of them, but no tradesman can answer all of them correctly. Hence each candidate is held within measurable bounds.*
2. The reliability of the ratings are acceptably high with few exceptions.**
3. An improvement of rating reliability seems to have resulted from the introduction of a special personality rating scale, the primary purpose of which is to syphon off the "halo" effect from the skill ratings.

There exists no satisfactory substitute for ratings of *known dependability*. Therefore, it is clearly toward this goal that our combined efforts must be bent. The experiences of the teacher, teacher trainer, supervisor, trained test constructor and statistician should, it seems, be brought to bear on the entire problem.

* *Statistical item analysis in progress.*

** *Tentatively, the reliability of the ratings is measured in terms of the raters' constancy as determined by the "Index of Coverage." See: H. C. Steinmetz, MANUAL OF INDUSTRIAL EFFICIENCY RATING, The Harwood Company, Los Angeles, 1946; p. 15.*

NEW MEXICO

(*Continued from page* 13)

Collections, Money and Banking and Personnel Management. Other College of Education classes will also help the professional preparation of coordinators. These include Educational and Vocational Guidance, Adult Education, Visual Aids, Methods of Teaching Secondary Education, Vocational Tests and Measurements, and High School Personnel Work.

Provision has been made for prospective Distributive Education teachers to do practice teaching and observation with the local high school coordinator in his cooperative retailing classes. These teachers may also help with and teach adult classes in the public schools night program and the University Community Evening College.

Two local retail businesses have cooperated in giving part or full time work experience to those students desiring to enter this vocational education field and are short on practical distributive occupational experience. The teacher-trainer supervises this on-the-job training until the coordinator has the thirty-six months of work experience necessary for vocational teacher certification in New Mexico.

More public school superintendents have signified a desire to start a local program of Distributive Education if coordinators can be located and trained by the University. Seven new coordinators will complete the Distributive Education professional courses and have the proper qualifications for entrance into a local school program this year. As these new coordinators become available the total New Mexico Distributive Education program will be expanded into other communities and more secondary school students and adults already employed will be served by this field of vocational education.

ASSOCIATION NEWS

• In August, 1946, the Washington Votional Association began operation under a revised organization structure patterned somewhat after the AVA and designed to coincide with AVA policies and operating schedule.

At the present time the organization has a 70% membership of vocational personnel in the State of Washington. Agriculture has the strongest section in the state with an AVA-WVA membership of nearly 100%. Distributive Education ranks second with more than 85% membership. The membership goal for next year is no less than 100% of all vocational people in the state.

• The annual luncheon of the Kentucky Vocational Association was held during the convention of the Kentucky Education Association, April 15, at Louisville. The guest speaker was L. H. Dennis, Executive Secretary of the American Vocational Association, Inc. The new officers of the KVA are: Mrs. Fannie Porter, President, Frankfort; James L. Patton, Vice-President, Paintsville; and Miss Lucille McCurdy, Secretary-Treasurer, Louisville.

• The South Carolina Vocational Association, which met March 18, elected the following officers for the coming year: President, Frank L. Barton, Chester; Vice-President, Wallace Till, Charleston; Secretary, Mrs. Maudine C. Jackson, Camden; Treasurer, J. E. Hammett, Columbia; Editor and Reporter, Mary R. Taylor, Batesburg. The main speakers at the meeting included Fred T. Wilhelms, Associate Director of Consumer Education Study of the National Association of Secondary School Principals, and S. L. Latimer, Jr., Editor of The State, a Columbia newspaper.

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• The Indiana Industrial Education Association held its sixteenth annual convention at Turkey Run, April 15, 16 and 17. Among the speakers were Dr. Alexander Stoddard, Superintendent of Philadelphia Schools; Dewey F. Barich, Professor at Kent State University, Ohio; and Ben H. Watt, Indiana State Superintendent of Public Instruction. The convention included general sessions, sectional meetings and large arrays of commercial and school exhibits.

• The Delaware Vocational Association elected new officers on April 23 for the coming year as follows: President, Charles H. Dilks; Vice-President, John G. King; Secretary, Leon Osinski; Treasurer, Carlton T. Bridgham; all of Wilmington.

• At the New York State Vocational and Practical Arts Association meeting held in Buffalo, March 30, 31, and April 1, the Association presented their annual medallion award to Dr. Elmer S. Pierce (retired), one of the original leaders in vocational education in Buffalo and for many years Principal of the Seneca Vocational High School of that city. The AVA was represented at the meeting by Dr. Carlton E. Wright, Director of Research and Publications of the AVA, Washington, D. C.

The officers elected for the coming year were as follows: President, Earl J. Boggan, Sr., Buffalo; General Vice-President, Charles R. Wallendorf, Jamaica; Secretary, C. Kenneth Beach, Ithaca; Treasurer, William E. Male, Schenectady; Sectional Vice-Presidents: Business Education, R. S. Knouse, Albany; Industrial Arts, Emerson E. Neuthardt, Buffalo; Agricultural Education, J. O. Sanders, Cattaraugus; Home Economics, Mrs. Mary V. Austin, East Aurora; Technical Education, Clarence E. Crofoot, Schenectady; Vocational Industrial Education for Boys, Donald M. Kidd, Syracuse; Industrial Education for Girls, Mrs. Madeline Miceli, Brooklyn.

• The West Virginia Branch of the American Vocational Association held its annual meeting at Jackson's Mill April 15, 16, and 17. Among the speakers was Dr. Charles Sylvester, National Treasurer of American Vocational Association, Inc., and Assistant Superintendent of Baltimore Public Schools.

At the business meeting Mr. William B. Connoley, Director of Vocational Education, Raleigh County Schools, Beckley, West Virginia, was elected president, and Mrs. Madge Boggess, Home Economics instructor, Clay, West Virginia, was elected secretary-treasurer. Nearly 300 people were in attendance.

• The new officers of the California Industrial Education Association elected at the annual convention at San Jose April 23-24 are: President, Ewart G. Johnston, Los Angeles; Vice-President, Mrs. Eleanor Hewlett, Oakland. Continuing officers are: Vice-President, Gordon Funk, North Hollywood; Secretary-Treasurer, Lee D. Bodkin, Los Angeles.

• Frank C. Moore, Director of Industrial Arts, Cleveland Public Schools, Ohio, and Vice-President of the AVA, representing Industrial Arts Education, addressed the Twentieth Anniversary Convention of the Michigan Industrial Education Society, held at Grand Rapids, April 8-10, on the topic "Education Today."

New officers of the Society elected were: President, Joel Lee, Owosso; Vice-President, Roland R. Fraser, Detroit.

• The Wisconsin Association of Vocational and Adult Education held its annual meeting May 7 and 8 at Green Bay. Features of the meeting were: general sessions, in which M. D. Mobley, State Director of Vocational Education of Georgia, and C. M. Miller, State Director of Vocational Education of Kansas, took active parts; sectional meetings; a program of nineteen tours; and a banquet followed by dancing.

• The Florida Vocational Association held its annual convention at Miami, April 22, 23, and 24. Among the highlights of the convention were addresses by Dr. M. D. Mobley, State Director of Vocational Education, Georgia; Dr. T. W. Edwards, President, Florida Education Association; Colin English, Superintendent of Public Instruction, State Department of Education; Miss Violet O'Reilly, Principal, Rabouin Vocational High School, New Orleans, Louisiana; and presentation of an AVA Life Membership award to Mrs. Mary M. Karl, Director of Vocational Education in Daytona Beach.

• The Annual Spring Conference of the Old Dominion Vocational Association was held at Hampton Institute, Hampton, Virginia, April 10 and 11, 1948, under the general direction of B. A. Turner, President of ODVA. The program included a panel on the topic, "Present Status of Vocational Education for Negroes in Virginia," under the direction of W. T. Reed, Director of Industries, St. Paul's Polytechnic Institute, Lawrenceville, Virginia; an address at the second general session, "Vocational Education Trends in Virginia" by R. N. Anderson, State Director of Vocational Education; and the Annual Dinner Meeting with T. A. Watkins, President of the Industrial Education Club, Hampton Institute, presiding.

Preceding the week-end meeting of the ODVA, the Division of Trades and Industries, Hampton Institute, held its annual celebration and open house.

• The New York State Counselors Association will hold its 13th annual meeting during the University Conference week, July 22, 23, and 24, 1948. The place of meeting will be Marshall Hall of the State Forestry College at Syracuse University. The program is being arranged by the cooperation of the Executive Committee and the Bureau of Guidance of the State Department of Education.

• At the annual convention of the Texas Vocational Association held in Houston, April 7-10, the following officers were elected: President, E. Esten Day, Lubbock; Secretary-Treasurer, Edith Hudson, Fort Worth; Vice-Presidents: First Vice-President-at-Large, Wade L. Banowsky, Fort Worth; Agriculture, Carl R. Rabb, Hillsboro; Business and Distributive, Brice Cecil, Austin; Homemaking, Mrs. Lucille Martin, San Antonio; Industrial Arts, C. P. Munz, Alvin; Rehabilitation, Charles O. Blalock, Austin; Trade and Industrial, William E. Clitheroe, Pasadena; Vocational Guidance, Harriet Griffin, Fort Worth; Veterans Education, Kenneth L. Mills, Austin.

• The second annual conference of the Idaho Association of Future Homemakers of America met April 16 and 17 at Boise. One hundred and seventy-five delegates, advisors and chapter mothers from 35 of the 43 FHA chapters of the Idaho Association were in attendance.

• One of the important projects under way by the National Association of Industrial Teacher Trainers is an "Analysis of Functions Performed in Operating a Program of Industrial Education." This work has been carried on over a three-year period by a Joint Committee of the National Association of Industrial Teacher Trainers, S. Lewis Land, Pennsylvania; National Association of State Supervisors of Trade and Industrial Education, Arthur B. Wrigley; National Council of Local Directors of Vocational Education, Jesse F. Rees, Pennsylvania; Vocational Division U. S. Office of Education, William Penn Loomis, Specialist, for Teacher Training Trade and Industrial Education Service.

The 1948 officers of the Association, elected at the Los Angeles annual meeting are as follows: President, G. Harold Silvius, Michigan; Secretary-Treasurer, Thomas Diamond, Michigan; Vice-Presidents, C. Kenneth Beach, New York; Meritt W. Haynes, Georgia; John R. Ludington, North Carolina; Trustees, Charles Crumpton, Kentucky; Eugene D. Fink, New York; Thomas A. Hippaka, Iowa.

• At the annual meeting of the Connecticut Vocational Association held in April, Charles J. Haaser, Hartford, was elected secretary, and Murray L. Carter, Hartford, was elected treasurer, succeeding W. E. Schober and J. E. Daly, respectively. Carl A. Gray of Plainville continues as president.

TEACHER SHORTAGE

(*Continued from page* 24)

School conditions which caused dissatisfaction to the largest percentage of these teachers were (1) lack of adequate equipment for teaching all phases of home economics and (2) lack of operating funds to purchase necessary supplies for class work. For the larger schools, school administrators and faculties may need to examine the attitudes toward home economics as a subject. A significant number of teachers said that "home economics was considered as a subject for low social and/or mental levels only" and teachers in schools where this condition existed tended to have low satisfaction scores.

The replies indicated that teachers with 75-124 students, with some unscheduled class periods during the week and with not more than ten periods per week of out-of-class activities, tended to be satisfied with their teaching loads.

The satisfaction of a considerable number of teachers could have been increased through adjustments in the salary scale. A minimum salary of $2500 (February 1947), with an assurance of salary increases based upon a salary schedule, seemed to be important in maintaining a supply of home economics teachers.

Detailed analyses of each of the sections of the study are presented in the report which will be distributed by the AVA. Many states have already made significant progress in studying their own situations. The report will facilitate comparisons of state situations with material findings and should be of particular interest to administrators in the area of vocational education, in the public schools and to teachers and teacher-trainers in Home Economics.

PERSONALS

Noticeably absent from the California Industrial Education Association in San Jose, April 23 and 24, was **Mel Barlow,** Supervisor of Trade and Industrial Teacher Training, State Department of Education, Los Angeles. Mr. Barlow was attending a Teacher Training Conference called by the U. S. Office of Education in Washington, D. C.

Lee Ralston, Director of Trade and Industrial Education, Los Angeles County Schools, left early in April on a 90-day assignment to Venezuela to help establish a training program.

Horace Schorling, Assistant Professor of Industrial Arts, Fresno State College, will leave on September 1 for a 6-month assignment in Korea, where he will participate in a survey preliminary to establishing an educational training program. Since most of the technical skills in Korea were previously in the hands of the Japanese, the Koreans now need and are anxious for technical knowledge.

William B. Logan, Greensboro, N. C., has been appointed instructor and teacher trainer in distributive occupations on the staff of the Department of Education at Ohio State University. He will take over his new duties during the summer.

Dr. Cyrus H. Maxwell, Delmar, New York, and **Dr. Max Herbert Freeman,** of Montclair, New Jersey, have been appointed to the staff of the U. S. Office of Education, Federal Security Agency, Washington, D. C. Dr. Maxwell is Chief of Administration of School and College Health Services in the Division of Auxiliary Services. Dr. Freeman serves as Specialist in the Business Education Service of the Division of Vocational Education.

Armin F. Gimbel has recently been employed to teach metalwork in the Industrial Education Department of the Southwest Missouri State College in Springfield, Missouri. He has had a wide range of teaching experience in the field of Industrial Arts Education, having taught in the public schools of Kansas, and Kansas City and Joplin, Missouri.

Miss Faye C. Jones, Teacher-Trainer at the University of Arizona, who has been helping architects, teachers and administrators plan home economics departments, participated in a panel discussion at a statewide meeting on School House Planning, which was sponsored by the State Department of Public Instruction and State Architects Association.

Fred Boland—For years Mr. Boland was one of the outstanding leaders in vocational education in Pennsylvania. He came up through the ranks in Pittsburgh, Pa., and was responsible for many of Pittsburgh's developments in vocational education. Since his retirement, Mr. Boland spends considerable time in Florida.

Mrs. Mildred W. Wood, Supervisor of Homemaking Education at Phoenix Union High School, has been working on material which will be used at the White House Conference on Family Life.

Robert A. Nelson, State Supervisor, Distributive Education, and Paul Lloyd, Teacher-Coordinator, Springville, Utah, together with members of the Utah State Distributive Clubs, attended the annual Distributive Clubs Convention, held at St. Louis, Missouri, March 22nd, 23rd and 24th. Mr. Nelson is a member of the National Committee on Arrangements for the Convention.

Conference on Printing Education to Honor J. Henry Holloway

The National Graphic Arts Education Association, at its 23rd Annual Conference on Printing Education, to be held at the Hotel Pennsylvania, New York City, June 21, 22, 23, will pay tribute to J. Henry Holloway, Principal of The New York School of Printing, who retires at the close of the current school year after serving fifty years in public educational work in New York City. The annual Conference Dinner, scheduled for Tuesday evening, June 22, will be a testimonial dinner in his behalf. The New York City Board of Education, the printing industry—both employers and organized labor—the New York Printing Teachers Guild, and other civic and professional groups are cooperating in this event.

The Conference proper which opens on Monday morning, June 21, will consist of six sessions, morning and afternoon, devoted to the general theme, "Printing and Education Are Inseparable."

The plans for the Conference have been developed by committees of New York Printing Teachers Guild, and industry leaders, under the general chairmanship of Ferdy J. Tagle of The New York School of Printing, in cooperation with the officers of the National Graphic Arts Education Association.

The N.G.A.E.A. officers are as follows: President—Byron G. Culver, Rochester, N. Y.; Vice-President—John G. Henderson, Chicago, Ill.; Secretary—Hartley E. Jackson, San Jose, Calif.; Treasurer—Vincent C. Coyne, New Brunswick, N. J.; Educational Director—Fred J. Hartman, Washington, D. C.

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Books and Bulletins

AGRICULTURE

America's Sheep Trails, by Edward N. Wentworth. Iowa State College Press, Ames, Iowa, 1948. 667 pages.

The complete story of how America's sheep industry developed and the important role it played in building this country. Separate sections deal with specific regions and phases of the industry.

DISTRIBUTIVE

Fundamentals of Selling, Fifth Edition, by R. G. Walters and J. W. Wingate. South-Western Publishing Company, 634 Broadway, Cincinnati, Ohio, 1948. 618 pages, $2.08.

In this new fifth edition the popular features of the previous editions have been retained and improved; several new features have been added. The book is designed for use for a general course in salesmanship or for the introductory course of a series in distributive education.

A Guide to Better Handling and More Efficient Merchandising of Fresh Fruits and Vegetables, by Ray Pillar. National League of Wholesale Fresh Fruit and Vegetable Distributors, 512 F St., N. W., Washington 1, D. C. 47 pages, $1.00.

This instructor's manual on the retailing of fresh fruits and vegetables is especially written for those teaching classes in distributive education. This is the first booklet of its kind written specifically for instructors in this subject. The author is Assistant Secretary and Director of Marketing Promotion of National League of Wholesale Fresh Fruit and Vegetable Distributors. Copy may be obtained free of charge by educators having an interest in this subject; be sure to give name, address, *and teaching position* when requesting free copy.

GUIDANCE

Counseling Employees, by Bowler and Dawson. Prentice-Hall, Inc., 70 Fifth Ave., New York 11, N. Y., 1948. 247 pages, $4.00.

Dealing with the functioning of counselors in employee adjustment, in personnel, and in industrial relations, this book discusses the ways and means of dealing with many-sided problems in an effort to help counselors to a better job.

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INDUSTRIAL ARTS

Machine Woodworking, by Robert E. Smith. McKnight & McKnight, Bloomington, Ill., 1948 (Rev.). 152 pages, $2.75.

A basic text for use in advanced courses. Its step by step instruction, supplemented with many drawings, makes it a valuable manual for anyone who uses power tools. Completely revised with many pictures of new woodworking equipment.

Projects in Woodwork, by Douglass and Roberts. McKnight & McKnight, Bloomington, Ill., 1948 (Rev.). 135 pages, $3.50.

Containing many new projects and a wide variety of usable articles well designed and accurately dimensioned, this book offers a number of attractive projects for the skilled workman as well as several easy ones for the beginner.

INDUSTRIAL

FM Transmission and Reception, by Rider and Uslan. John F. Rider Publisher, Inc., 404 Fourth Ave., New York 16, N. Y., 1948. 409 pages, paper binding, $1.80, cloth $2.70.

This book is intended to answer as completely as possible those questions about frequency modulation arising in the minds of technically inclined men as to how and why it functions and how it can be employed.

Broadcast Operators Handbook, by Harold E. Ennes. John F. Rider Publisher, Inc., 404 Fourth Ave., New York 16, N. Y., 1947. 265 pages, $3.30.

Intended for the newcomer in the broadcasting field and the old timer as well, this book presents many ideas that give a new slant on putting programs on the air in the best possible way.

The Radio Amateur's Beam Pointer Guide, by John F. Rider. John F. Rider Publisher, Inc., 404 Fourth Avenue, New York 16, N. Y., 1948. 32 pages, $1.00.

This book discusses the problem confronting an amateur radio operator who wants to work someone outside the United States and concerns the point of the compass to which his antennae should be directed so that his beam will take a great-circle route. Useful tables are included.

Mechanical Drafting Essentials, by Walter E. Farnham and Francis T. McCabe. Prentice-Hall, Inc., 70 Fifth Avenue, New York, N. Y., 1948. 194 pages.

This combination text and workbook presents in logical sequence the alphabet, vocabulary, grammar, idioms, and constructions of the graphic language in such a way as to enable the student to obtain a reading knowledge of this language and to develop the technique of its penmanship in the most direct manner.

The Science of Clocks and Watches, by A. L. Rawlings. Pitman Publishing Corporation, 2 West 45th Street, New York 19, N. Y., 1948. 303 pages, $5.00.

The science of horology is thoroughly covered in this volume, together with the theory and history of watch and clock making.

Elementary Industrial Electronics, by William R. Wellman. D. Van Nostrand Company, Inc., 250 Fourth Avenue, New York 3, N. Y., 1948. 371 pages, $3.20.

Written, not from the viewpoint of engineering, but directly for students, electric maintenance men, and workers in allied fields who need a basic knowledge of electronics and its various industrial applications, this book can be understood by beginners.

Understanding Vectors and Phase, by Rider and Uslan. John F. Rider Publisher, Inc., 404 Fourth Ave., New York 16, N. Y., 1947. 153 pages, paper binding $.99, cloth $1.89.

Written for those in radio and allied fields who are desirous of a better understanding and a more rapid progress in their studies of a-c theory, this book is intended for readers already possessing technical knowledge of vectors.

Electricity—Principles, Practice, Experiments, by Charles S. Siskind. McGraw-Hill Book Company, Inc., 330 West 42nd Street, New York 18, New York. 442 pages, $2.60.

This new text, well illustrated, presents the general field of electricity, including outlines of numerous demonstration experiments.

Simplified Roof Framing, second edition, by J. Douglas Wilson and S. O. Werner. McGraw-Hill Book Company, Inc., 330 West 42nd Street, New York 18, New York. 160 pages, $1.80.

The second edition of this practical text brings all material up to date and offers two new chapters and new drawings.

Carpentry for the Building Trades, by Elbert A. Lair. McGraw-Hill Book Company, Inc., 330 West 42nd Street, New York 18, New York. 196 pages, $1.80.

This new practical text deals with all phases of carpentry work for the building trades.

GENERAL

Education for an Industrial Age, by Kahler and Hamburger. Cornell University Press, 124 Roberts Place, Ithaca, New York, 1948. 334 pages, $3.75.

This book attempts an evaluation of the present state of vocational education and training in the U. S. with comparative notes on several European countries. Detailed proposals are set forth for a program of adequate vocational preparation which can be integrated with general education without endangering the goals of a liberal arts program.

Problems of Hospital Administration, by Charles E. Prall, Director of Joint Commission on Education. Physicians' Record Company, Chicago, Ill., 1948. 104 pages.

A report of a study based upon interviews with 100 hospital administrators located in various sections of the United States relating to advancement of educational programs for the training of hospital administrators.

School Laws of the 48 States. Wendell Huston Company, 1008 Western Avenue, Seattle, Washington, 1948. 800 pages, $10.

This compilation of public school laws gives a comparative reference of educational laws for every state in the Union.

Jane's Fighting Ships, 1946-47. The Mac-

millan Company, 60 Fifth Avenue, New York 11, New York. $20.

This new edition has nearly 600 fresh illustrations with corresponding textual revisions.

Tested Public Relations and Publicity Procedure, by Herbert M. Baus. The National Research Bureau, Inc., 415 North Dearborn Street, Chicago 10, Illinois. 190 pages, $30.

This large extensive ring binder contains more than 1,477 ways to make public relations and publicity effective.

Publicity Handbook for Executives, by the editors of Public Relations News, 52 Vanderbilt Avenue, New York 17, New York, 1948.

This Handbook contains 247 new, tested ideas for better publicity, available with a subscription to Public Relations News.

1948 Handbook of Adult Education in the United States, edited by Mary L. Ely. Institute of Adult Education, Teachers College, Columbia University, 525 West 120th Street, New York 27, New York, 1948. 500 pages, $5.

Over two years in the making, this new Handbook, the first comprehensive inventory of adult education in this country since 1936, represents the collective effort of several hundred workers in adult education.

The Babe Ruth Story, by Babe Ruth, as told to Bob Considine. E. P. Dutton & Co., Inc., 300 Fourth Avenue, New York 10, N. Y., 1948. 96 pages, $1.00.

This book, dedicated to the kids of America, tells the story of Babe Ruth in a narrative manner with numerous illustrations.

PAPER COVERS

The Free Enterprise System, by Phelps Adams. National Association of Manufacturers, 14 West 49th Street, New York 20, N. Y., 1948. 22 pages.

This booklet, a reprint from the Chicago Sun, January 5, 1948, discusses the American system of free enterprise.

The Engineer's Part, by Harvey Nathaniel Davis. The University of Toronto Press, Toronto 5, Canada, 1948. 24 pages.

This booklet is the printed copy of the first Wallberg lecture presented in Convocation Hall, The University of Toronto, January 1948. Single copies of this booklet may be obtained without cost from the Secretary, Faculty of Applied Sciences and Engineering, University of Toronto, Toronto 5, Ontario, Canada.

Historic Costume Charts, by Hazel T. Craig. Practical Home Economics, 1948. 12 pages, 50 cents (discount on quantity orders).

This reprint from Practical Home Economics shows, by description and illustration, costume developments from Egyption civilization to the present time.

Foundation for Safe Living, a manual for elementary school teachers and principals. National Safety Council, 20 North Wacker Drive, Chicago 6, Illinois, 1948. 82 pages.

This book outlines procedures for finding out what to teach concerning pupil safety activities, and aids the teacher in highlighting safety while following her regular curriculum and using her regular texts.

Group Instruction on the Farm, by Lloyd J. Phipps; and *The Role of the Farmer Trainer,* by George P. Deyoe and Lloyd J. Phipps. University of Illinois, College of Education, Urbana, Illinois, 1948. 8 pages each.

These bulletins discuss the various aspects of veterans' farm training.

Your Future Is What You Make It. The National Association of Manufacturers, 14 West 49th Street, New York 20, New York, 1947. 30 pages, sample copy free.

This booklet is designed to help youth set their personal goals and, through wise planning, attain them. Limited classroom quantities may be obtained by teachers after examining the sample copy.

Money-Saving Main Dishes, prepared by Bureau of Human Nutrition and Home Economics. Department of Agriculture, Office for Food and Feed Conservation, Washington, D. C., 1948. 48 pages, free. Address "Food Conservation," Washington 25, D. C.

Practical suggestions and recipes on preparing main dishes to help save food costs are supplied, together with menus which feature less costly cuts of meat.

A Basic Farmhouse Plan (University of Illinois Small Homes Council Circular C7.2), by D. G. Carter, et al. University of Illinois Press, Urbana, Ill., 1947. 8 pages, free.

A circular illustrating and describing a farmhouse adaptable to typical requirements and conditions for living on owner-operated farms in the North Central States.

Maintenance of Automotive Engine Cooling Systems, written and published by the Society of Automotive Engineers, Inc., 29 West 39 Street, New York 18, N. Y. 106 pages, $2.00. ($1.00 to SAE Members; special prices for quantity copies.)

Designed as a text for students, an instruction manual for mechanics, and a reference book for vehicle drivers, this publication is a compilation of results of extensive test work by leading engine cooling authorities, vehicle builders, etc. Its wartime predecessor served as a basic instruction and operating manual for Army Ordnance, Office of Defense Transportation, and other government groups.

Business Periodicals, selected by Clyde W. Humphrey, Federal Security Agency, U. S. Office of Education, Division of Vocational Education, Business Education Service, 1948. 10 pages, free.

This guide to sources of periodical literature in the field of education for business may be secured from the Information and Publications Service, U. S. Office of Education. (Misc. 3148)

Offerings in the Fields of Guidance and Personnel Work in Colleges and Universities—Summer 1948, prepared by Clifford P. Froehlich, Specialist for Training Guidance Personnel in the Occupational Information and Guidance Service of the U. S. Office of Education, Federal Security Agency, Washington, D. C., 1948. 33 pages, free.

Copies of the directory are vailable on request from the Information and Publications Service, Office of Education, Federal Security Agency, Washington 25, D. C.

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A V A PUBLICATIONS

Research Bulletin No. 1 — Occupational Adjustments of Vocational School Graduates. 1940. Pp. 132. Price 10 cents each; 10 or more, 5 cents each.

SURVEY FORMS for use in making local or area studies of graduates and former students of industrial, home economics, or agricultural education schools or departments; useful to occupational guidance, training, and placement programs. 1940. Pp. 4 ea. Prices: 10 copies, 15 cents; 100 copies, $1.05; 1,000 copies, $8.25.

Research Bulletin No. 2—A Study of Industrial Teacher Education at the Graduate Level. 1941. Pp. 42. Price, 10 cents each; 10 or more, 5 cents each.

An Enlarged Program of Vocational Education With Special Reference to Larger Administrative Units. 1943. Pp. 52. Price, 40 cents each; 10 or more, 35 cents each.

Improving Instruction in Industrial Arts. 1946. Price, 25 cents each; 10 or more, 20 cents each.

State Supervision of Industrial Arts Education. 1946. Free.

America's Vocational Schools. 1945. Pp. 56. Single copies Free.

Evaluative Criteria for Vocational Education in Agriculture. 1942. (Revised). Pp. 75. Prices: 20 cents each; 10 or more copies, 15 cents each.

Manual of Directions for Use with "Evaluative Criteria for Vocational Education in Agriculture, 1942 Revision." 1943. Pp. 15. Prices: 1 to 9 copies, 10 cents each; 10 to 99 copies, 9 cents each; 100 or more copies, 8 cents each.

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United World Films, Inc., offers two new films in the field of child behavior that will interest parents, teachers, college students and psychologists. They are:

Children Learning by Experience develops the themes that (1) all children want to learn, (2) they enjoy practicing simple skills, (3) they strive ever to understand the world around them, (4) they learn some things at second hand, (5) and a great many things by play and imagination. (4 reels.) Sale $125. Rental $6.00 per day.

Children Growing Up with Others *shows* how typical youngsters emerge from their early involuntary dependence into self-reliant members of their respective family, school and other groups. (3 reels.) Sale $95. Rental $4.50 per day.

Combination offer—both films together for $195.

Hungry Minds—A new documentary film, 16mm sound, depicting the problems of educational and cultural reconstruction in Europe, has been prepared by the National Film Board of Canada for the Canadian Council on Reconstruction for UNESCO. It is the first film done specifically for a UNESCO objective. This film is distributed in the United States by Brandon Films, and is available from film libraries and distributors throughout the U. S. Its preview was recently shown in Washington, D. C., by the Commission for International Educational Reconstruction (CIER) which was arranged in cooperation with the UNESCO Relations Staff of the Department of State.

Your World and Mine is the title of the new integrated series of thirty-six educational films on world geography designed for the elementary grades, being produced by Louis de Rochemont Associates, Inc., 35 West 45th Street, New York City, for United World Films, Inc., 445 Park Avenue, New York City.

The first of these films are expected to be placed on sale with the opening of the next school year in September. They will be in 16mm, sound, black and white, each approximately twenty minutes in length, and will be sold at $45 per reel ($90 per subject) by United World Films, Inc., 445 Park Avenue, New York 22, New York.

Coronet Instructional Films has just completed five new films, each an outstanding contribution to visual education. The new Coronet productions are:

What Is Cloth? for senior high school students and adults; **Yarn and Cloth Construction,** for senior high and adult students of home economics; **Choosing Books to Read,** for junior and senior high school students;

Do Words Ever Fool You? for intermediate and junior high school students; **What is Business?** for students at the junior high through adult level.

Each of these new films is one reel in length—sound, color or black and white—and may be secured through purchase, or lease-purchase for $90 in color or $45 in black and white. They are also available through the nation's leading film-lending libraries. For a complete catalog, or further information on purchase, lease-purchase, preview, or rental sources, write to: Coronet Instructional Films, Coronet Building, Chicago 1, Illinois.

To assure proper installation of Insulux glass block, the American Structural Products Co. has released a 20-minute training film entitled **Mortar and Glass.**

Produced primarily to guide both the mason and his apprentice, this 16 mm sound and color film should also prove a useful tool for builders and contractors as well. It illustrates, quickly and effectively, the methods required for good glass block installation.

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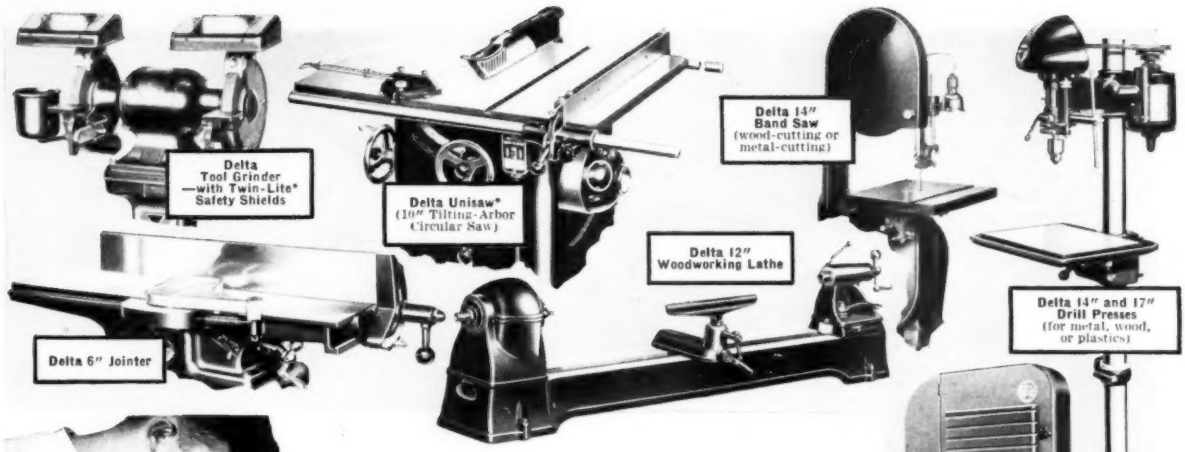

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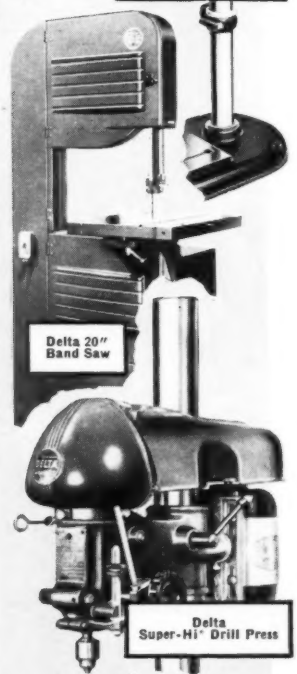

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